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ABSTRACT

The council believes that the state of Maryland must increase the level of its overall financial commitment to higher education. During the past year the council conducted studies on higher education in the Baltimore Metropolitan Region, the enhancement of the predominantly black institutions of higher education, reforming the budgets for higher education, faculty activity and workload, legal education, and veterinary medical education. This document reports on those studies. Also reviewed are council recommendations, 10-year higher education growth data, statistics, and council publications. (Author/KE)

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ANNUAL REPORT AND RECOMMENDATIONS

MARYLAND COUNCIL for HIGHER EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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To His Excellency, THE GOVERNOR
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND

ANNAPOLIS, 1975

ELEVENTH ANNUAL REPORT

AND RECOMMENDATIONS

OF THE

MARYLAND COUNCIL FOR HIGHER EDUCATION

PRESENTED TO

HIS EXCELLENCY THE GOVERNOR

AND

THE GENERAL ASSEMBLY

OF THE

STATE OF MARYLAND

1975

ANNAPOLIS, MARYLAND

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION

The State Postsecondary Education Commission
Under P.L. 92-318

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DR. SHELDON H. KNORR
Assistant Executive Director

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Chief, Equal Postsecondary Education

B. KERRY GUSTAFSON
Senior Specialist in Higher Education Systems Planning

STEPHEN R. HAMPLE
Senior Specialist in Higher Education Research

DR. DAVID C. HOLLY
Senior Specialist in Higher Education Academic Planning

JOAN LEWIS KINZER
Senior Specialist, Equal Postsecondary Education

K. G. ROBINSON
Senior Specialist in Higher Education Facilities

DR. MONTE P. SHEPLER
Senior Specialist in Higher Education Master Planning

EUGENE STANLEY
Senior Specialist in Higher Education Interstate and Inter-Institutional Relations

DOROTHY L. HOMEWOOD
Associate Staff Specialist, Equal Postsecondary Education

JOHN A. SABATINI, JR.
Associate Staff Specialist

The Honorable Marvin Mandel, Governor
State of Maryland
Executive Department
Annapolis, Maryland 21404

Your Excellency:

In accordance with the provisions of the laws of Maryland, the Maryland Council for Higher Education has the honor to present to you and the General Assembly its eleventh Annual Report. Included in this document is the report of the Council's activities, the progress and results of studies undertaken or completed this year, and recommendations for the improvement of higher education in the State.

The Council believes that the State of Maryland must increase the level of its overall financial commitment to higher education. The level of our faculty salaries is low compared with the State's ability to provide the appropriate support. The level of tuition and fees charged to our students is high when compared to comparable institutions in other states. These problems are serious and require additional State funds because they make employment in Maryland institutions of higher education less desirable to high quality faculty, and because the cost of attending college may be prohibitive to large numbers of students.

During the past year, the Council conducted studies on higher education in the Baltimore Metropolitan Region, the enhancement of the predominantly black institutions of higher education, re-formating the budgets for higher education, faculty activity and workload, legal education, veterinary medical education, and the future utilization of Charlotte Hall School.

The designation of the Council as the agency to coordinate the implementation of the State's plan for completing the desegregation of the public institutions of higher education necessitated a major revision of the data collection system of the Council. The system is now operational with the collection of higher education data from all institutions indicating students, faculty, and administrators by race, sex and program. The data collected for this year provide a norm against which to measure the progress of desegregation efforts in the future.

The Council wishes to note that Dr. Wesley N. Dorn, the Executive Director of the Council, since its inception in 1964 will retire effective July 1, 1975. Dr. Dorn's leadership has been responsible for bringing about the successful transition of the Council from an advisory body in higher education to the State coordinating body responsible for the overall growth and development of higher education in Maryland. The Council wishes to express publicly its deep appreciation to Dr. Dorn for his dedication and commitment to improving the quality and effectiveness of higher education. His many accomplishments will assure that he will be long remembered as a leader in higher education in Maryland and throughout the nation.

Respectfully yours,

William P. Chaffinch
Chairman

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ANNUAL REPORT
Chapter 1

RECOMMENDATIONS

1. POSITION ON HIGHER EDUCATION SUPPORT

Higher education is an investment in people which usually pays benefits in proportion to the commitment of the State to provide the quality of education that will best prepare students attending our higher education institutions to competently meet the challenges that lie ahead of them as citizens, workers, and individuals.

Maryland is not making the level of investment in the higher education of its people as it could and should in terms of its ability to provide increased support of its institutions. Maryland is in the top fourth in terms of ability to provide its citizens with quality higher education. Yet, in its expenditures it ranks only average as compared with the ability and effort made for the citizens of the other states of this nation.

Various factors are used to assess whether or not a state is measuring up to its ability in terms of the higher education support that it provides for its citizens. Such measures include appropriations per student, appropriations per capita, appropriations per $1,000 of personal income as well as the state's total appropriations. These various measures have been ranked for all the states over a long period of years. Because of the different accounting and reporting procedures used by the various states, they are only rough measures of relative standing of each of the states, but they are, nevertheless, orders of magnitude which provide important indicators or value judgments, of commitment to higher education by those who are responsible for proposing and subsequently approving budgetary proposals submitted to them by the higher education institutions.

The Maryland Council for Higher Education over the past eight years has proposed and promoted quality higher education as a primary goal and the support of faculty salaries at the 75th percentile nationally for comparable institutions as at least one measurable goal in pursuit of that objective. This would mean that Maryland should rank approximately twelfth among the states whereas in terms of figures published in *The Chronicle for Higher Education* on October 21, 1974, Maryland ranks twenty-sixth.

The Council wishes to call attention to the fact that not only is Maryland below the average in terms of reported appropriations per student for the 1973-1974 school year but it ranks even lower by comparison with those states in terms of the appropriations made per capita, and still lower in terms of appropriations per $1,000 of personal income being in the lowest fourth of the nation in terms of state support provided for higher education.

The Council considers it most urgent that the state's elected executive and legislative officials take into account the net effect of the above measures of state support for higher education since they have an increasingly adverse effect upon opportunities for students. Tuition costs remain relatively high in this State pricing more and more students out of the market. Maryland higher education institutions are less and less able to compete in the market place for qualified faculty as its relative salary percentile in its senior public institutions sinks lower and lower.

The following data are indicators of the impact upon Maryland students in terms of the tuition costs they must pay and the quality of faculty that the State can attract:

Tuition and Required Fees (1973-1974)

	Maryland Average	U. S. Average
Community Colleges	$ 327	$ 241
State Colleges	$ 580	$ 420
University of Maryland	$ 689	$ 634
Private	$1,810	$2,185

1975 Faculty Salaries (approximate 1975 FY National Percentile ranking)

	Prof.	Assoc.	Ass't.	Inst.
U. of Md.	$23,340(50%)	$17,401(52%)	$14,290(50%)	$10,000(20%)
State Colleges	$20,163(52%)	$16,382(52%)	$13,572(50%)	$11,305(54%)
Com. Colleges	$21,340(74%)	$17,461(75%)	$14,385(74%)	$11,799(64%)

The Maryland Council for Higher Education, therefore, stresses, as its overarching recommendation for the elected officials of the State of Maryland, that every effort be made by them to increase the overall State support for higher education so that faculty salaries can be competitive and that its students can attend their respective higher education institutions without carrying an added burden of tuition cost above the average of what students in other states are asked to pay.

2. REFORM OF STUDENT FINANCIAL AID

The Council recommends that

THE PRESENT STUDENT FINANCIAL ASSISTANCE PROGRAMS BE REORGANIZED INTO A SYSTEM OF STUDENT FINANCIAL ASSISTANCE COORDINATED BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION, BASED ON THE "PACKAGE APPROACH" WHICH UTILIZES TO THE FULLEST EXTENT FEDERAL FUNDS AVAILABLE FOR THIS PURPOSE, GRANT FUNDS AVAILABLE TO THE INSTITUTIONS, LOANS AVAILABLE FROM BANKS PARTICIPATING IN THE MARYLAND HIGHER EDUCATION LOAN CORPORATION PROGRAMS, JOB OPPORTUNITIES, AND STATE GRANTS TO NEEDY STUDENTS BASED ON A UNIFORM NEEDS ANALYSIS SYSTEM.

The present student financial aid program in Maryland does not result in equitable distribution of funds to needy students. Further, this situation impedes the State's desegregation efforts. The State Plan for Desegregation states as the policy of the present State Administration, that it will seek reform in student financial aid programs. Under this reform, the only criteria for the award of State money would be based on financial need, once a student is accepted for admission at an institution. Support of student financial aid reform was endorsed by the State Administration in the *Maryland Plan for Completing the Desegregation of Its Public Postsecondary Education Institutions in the State* as approved by HEW–OCR.

The program of financial assistance should be structured according to the following guidelines:

a. The present patchwork system should be replaced by a comprehensive student assistance program which is flexible enough to adjust to present and future Federal aids.
b. A uniform system of analyzing the need of each student should be established.
c. State assistance should be provided only to students who can meet these need criteria. The only other requirement should be admission to an approved post–high school institution.

d. Students attending any approved postsecondary public, private or vocational–technical institution should be eligible for assistance.

e. Primary emphasis should be placed on student self–help and loans.

f. The current scholarship programs – except for specialized scholarships for war orphans, firemen and their orphans, medical students, teachers of the deaf, and "other race" students under the Desegregation Plan – should be phased out. The funds now used for these scholarships would be used for grants to students whose need cannot be satisfied through loans.

g. These grants should go only to students attending Maryland institutions, except for those attending out–of–state colleges under special agreements. And although loans would be available to any students, grants should not be provided to graduate students other than those in fields in which the State faces critical needs.

h. The grant money would be allocated to each institution, public and private, based on a formula determined by the aggregate need of all the full–time Maryland residents at that institution.

i. The administration of all State assistance programs should be consolidated under the direction of the Maryland Council for Higher Education. The financial aid officer of each institution, however, would decide on the appropriate mix of loans, work–study and grants for each student at that institution. This approach would allow the person most familiar with each student's individual circumstances to tailor a "package" to that student's needs.

The Council introduced the "package approach" concept of student financial assistance in its 1967 Annual Report and has supported a recommendation embodying that concept several times since. Basically, the aid "package" makes it possible for a student to receive a combination of self–help and work, parents' contributions, loans, scholarships, and grants based on need to pay for his college education. This "package" system of delivering financial assistance makes possible the most effective and efficient use of the available funds by assuring that a general grant does not go to a student who can qualify for an "earmarked" grant. The above recommendation

and guidelines provide a realistic method of accomplishing the State's student financial assistance objectives, and makes existing State financial aid funds available to a greater number of students.

3. BUDGET PROGRAMS FOR DESEGREGATION EFFORTS

A. The Council recommends that

> A BUDGET PROGRAM BE ESTABLISHED WITHIN THE MCHE BUDGET IN ORDER TO CARRY OUT THE PURPOSES OF THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE. THE FUNDS ARE INTENDED TO SUPPORT AND DEVELOP DESEGREGATION ACTIVITIES ABOVE AND BEYOND THOSE CURRENTLY BEING CARRIED OUT BY THE INSTITUTIONS WITH INSTITUTIONAL RESOURCES. TO THIS END A SUPPLEMENTARY BUDGET REQUEST WILL BE PRESENTED TO THE EXECUTIVE IN THE AMOUNT OF $255,000.

THE FOLLOWING ACTIVITIES WILL BE DEVELOPED IN ORDER OF PRIORITY:

1. Activities of recruiting minority college students and increasing other–race college admissions application patterns. Materials for distribution to high school students will be prepared and circulated detailing program availability and available financial assistance.

ESTIMATED COST: $75,000

2. Establishment of an administrative internship program for minority persons. The internship program will provide a training ground for developing competent minority administrators in a wide variety of functions such as business, academic, and management.

ESTIMATED COST: $80,000 – 8 administrative internships @ $10,000 each

3. Establishment of faculty internship programs for minority persons. The internship program will provide training and/or refresher experiences for minority persons and place minority

personnel in those areas where a critical shortage of minority faculty exist.
ESTIMATED COST: $80,000 – 8 faculty internships @ $10,000
4. Development of a coordinated work–cooperative program for students to be operated as either a consortium, an informal cooperative arrangement, or a more formal structure. Job experience which is made part of the academic program of students is critically needed. ESTIMATED COST: $20,000

B. The Council recommends that

FUNDS BE ALLOCATED TO THE STATE BOARD OF COMMUNITY COLLEGES FOR THE PURPOSE OF OTHER–RACE GRANTS, AT PRESENT, THE STATE BOARD OF COMMUNITY COLLEGES DOES NOT HAVE OTHER–RACE GRANTS. AN INITIAL ALLOCATION OF $100,000 WILL PROVIDE FOR AN AVERAGE OF ABOUT 20 STUDENTS PER COLLEGE.

4. STUDENT ACCESS TO DESIGNATED "STATEWIDE PROGRAMS" IN COMMUNITY COLLEGES

The Council recommends that

THE MARYLAND COUNCIL FOR HIGHER EDUCATION BE GIVEN THE AUTHORITY TO DESIGNATE CERTAIN UNIQUE PROGRAMS OFFERED IN COMMUNITY COLLEGES AS BEING "STATEWIDE PROGRAMS", AND THAT FUNDS BE PROVIDED TO THE STATE BOARD FOR COMMUNITY COLLEGES FOR IMPLEMENTING SUCH A PLAN SO THAT STUDENTS MAY ENROLL IN SUCH PROGRAMS AT THE SAME TUITION COSTS NO MATTER WHERE THEY LIVE IN THE STATE.

This proposal would provide students in the State with the opportunity to have access to unique programs which may not be feasible to offer except in one location. Such unique programs are:

Aviation Technology	– Frederick Community College
Pollution Abatement Technology	–Charles County Community College

Such legislation should provide that the State fund the difference between the State share and the student share, and the actual expense of the program, and that the receiving institution have the right to determine which applicants it will admit to the program.

The implementation of the above recommendation would be consistent with present practices within Maryland which provides for inter–State accessibility at in–State tuition rates for programs so designed by the Board of Regents of the University of Maryland. For instance, the State pays fees to Ohio State University to accept a given number of Maryland students in the Veterinarian Medicine Program at in–State Ohio tuition rates, and is similar to the Academic Common Market coordinated by the Maryland Council for Higher Education which provides in–State tuition rates for Maryland residents in conjunction with the SREB program.

5. STUDENT ACCESS TO DESIGNATED OUT-OF-COUNTY PROGRAMS IN COMMUNITY COLLEGES

The Council recommends that

STUDENT ACCESS BE INCREASED THROUGH ARRANGEMENTS THAT WILL ENABLE OUT OF COUNTY STUDENTS TO TAKE AT IN–COUNTY TUITION RATES PROGRAMS DESIGNATED AS UNIQUE BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION AND NOT AVAILABLE IN THEIR OWN COUNTY.

The Council has supported for a number of years the concept of increasing student access to programs designated by the Maryland Council for Higher Education in community colleges not available in their own county of residence. There are a number of ways in which such access may be increased. The Council last year supported change in legislation which is frequently referred to as "chargeback" for community colleges, as one method of accomplishing the purposes of increased access. This kind of legislation has been enacted in several other states and has contributed toward accomplishing the object of providing increased educational opportunities for students.

6. FACULTY SALARIES

The Council recommends that:

TOP PRIORITY BE GIVEN BY THE STATE AND THE GOVERNING BOARDS TO CONTINUE EFFORTS TO IMPROVE FACULTY SALARY LEVELS IN THE UNIVERSITY AND STATE COLLEGE SEGMENTS. SUFFICIENT ADDITIONAL FUNDS SHOULD BE PROVIDED IN THE FISCAL YEAR 1976 ALLOCATIONS TO BRING THE AVERAGES FOR ALL RANKS IN BOTH SEGMENTS TO A MINIMUM OF THE 60TH NATIONAL PERCENTILE AS AN ESSENTIAL STEP TOWARD THE GOAL OF ACHIEVING AN AVERAGE AT THE 75TH NATIONAL PERCENTILE BY FISCAL YEAR 1978.

The relative national percentile standing of the three segments of higher education in Maryland budgeted for fiscal 1975 is as follows:

FACULTY SALARIES – PUBLIC SECTOR OF HIGHER EDUCATION IN MARYLAND – FISCAL 1975 NATIONAL PERCENTILE STANDING*

	Professor	Associate Professor	Assistant Professor	Instructor
University (Category I)	56	52	50	20
State Colleges (Category II A)	52	52	50	54
Community Colleges (Category III)	74	75	74	64

*AAUP Bulletin, Summer 1974

Formal efforts to achieve the 75th national percentile standing by fiscal 1978 were outlined in a five year timetable stated in the Council's 1973 "ANNUAL REPORT". The impact of salary increases provided between fiscal 1974 and 1975 has not been marked, largely due to inflationary trends; the 7.7% inflation factor predicted last year has been increased to 9.5% by educational economists. The State College segment made some forward progress in standing from fiscal 1974 with a 9% increase in salary, but the University has retrogressed slightly in standing in spite of a 6% increase in salaries. The Community College segment has improved its already relatively favorable standing.

The following average salaries for fiscal 1976 would allow progress to the *60th* national percentile standing based on the latest available AAUP projections for comparable categories of institutions:

Rank	University of Maryland	State Colleges
Professor	25,995	22,986
Associate Professor	19,467	18,410
Assistant Professor	15,987	15,338
Instructor	12,399	12,496

The cost of this proposal is estimated on an average to require an increase of approximately 12% which is 7% more than the 5% currently used in the fiscal 1976 allowances for salary increases at the University. It should be noted that the University itself reduced its allotted increase from the 7% Governor's Office guideline to 5% in order to handle utility and other operating costs beyond the inflation factor provided in the Governor's allowance for operating costs. This amounts to an additional $2,700,000 for salaries and fringe benefits in the University segment. State Colleges will require 5% more than the 7% increase currently provided in their allowances. This amounts

to $1,300,000 for salaries and fringe benefits. A total of $4,000,000 in additional funds will be required to achieve the stated goals.

7. STATE SUPPORT FOR COMMUNITY COLLEGES

The Council recommends that

THE PRESENT FORMULA FOR STATE AID FOR COMMUNITY COLLEGES NOT BE INCREASED UNTIL A NEW FORMULA FOR STATE AID TO COMMUNITY COLLEGES IS DEVELOPED WHICH WOULD NOT TEND TO CREATE A DISPARITY IN THE LEVEL OF STATE SUPPORT BETWEEN THE COMMUNITY COLLEGES AND THE FOUR-YEAR COLLEGES. THE NEW FORMULA SHOULD ALLOW FOR ACHIEVEMENT OF THE STATE'S SPECIFIC OBJECTIVES FOR COMMUNITY COLLEGES AND PRIORITY SETTING AMONG THE THREE SEGMENTS OF PUBLIC HIGHER EDUCATION.

The Council recognizes the desire of the Community College Segment to receive additional State funds. Proposals have been advanced by the Community College Segment which would increase the State maximum dollar figure from $700 to $800 per full time equivalent student, and which would also provide increased State aid for occupational programs. The Council believes, however, that two issues need to be resolved before additional State funds are made available to community colleges.

1. The State Board for Community Colleges should identify the specific objectives of the *State* in providing Community College opportunities for its citizens.
2. After identification of the State's specific objectives for Community Colleges, the Council should propose a new system of State funding, that will allow for accomplishment of the specific objectives, and will also allow for priority setting among the three segments of public higher education.

If the present method of State support to community colleges were to be continued at a higher level, and if a discretionary fund were provided the State Board for Community Colleges to permit a

differential level of supplemental funding in accordance with guidelines established by the State Board for Community Colleges, the Council believes that the four year colleges would suffer.

When the community colleges were small, the total cost to the State was also small. However, as enrollments have increased the State's share has increased to the current $35,000,000 annually and will be perhaps twice that or $70,000,000 annually in 10 years. This money is guaranteed to the community colleges by the State, based only on student numbers, to conduct any program which the community colleges deem appropriate. The State Colleges and the University on the other hand must submit budgets to the State which are becoming more program oriented and which are subject to State review as to program priority and availability of State funds. Since higher education represents but one function of State responsibility, the total dollars for higher education are more or less fixed. Therefore, if one segment receives a disproportionate share of the available funds, fixed only by numbers of students, the other two segments must receive less funds regardless of priorities.

8. CLARIFICATION OF STATUTE ON UNIVERSITY OF BALTIMORE

The Council recommends that

ARTICLE 77A, SECTION 14M (a) BE REPEALED AND REENACTED TO READ AS FOLLOWS:

THE UNIVERSITY OF BALTIMORE IS HEREBY DESIGNATED AS AN UPPER DIVISION ACADEMIC INSTITUTION, THAT IS, ONE WHICH SHALL OFFER EDUCA-

TIONAL PROGRAMS STARTING AT THE THIRD YEAR LEVEL AND SHALL NOT ADMIT OR ENROLL STUDENTS AT THE FRESHMAN LEVEL AFTER JULY 1, 1975 AND SOPHOMORE LEVEL AFTER JULY 1, 1976. THE UNIVERSITY OF BALTIMORE SHALL OFFER THIRD AND FOURTH COLLEGIATE YEAR AND POST–BACCALAUREATE STUDIES, WHICH SHALL ACCOMODATE, BUT NOT BE RESTRICTED TO, STUDENTS TRANSFERRING FROM ANY MARYLAND STATE COLLEGE OR MARYLAND STATE COMMUNITY COLLEGE.

When the Maryland Council for Higher Education supported Senate Bill 586 during the 1973 Regular Session of the Maryland General Assembly, it was with the condition that when the University of Baltimore became a public institution, it would offer only third and fourth year level educational programs and graduate studies. It was quite clearly the intention of the Council, as evidenced by discussions during committee hearings on the Bill that the institution would phase out immediately after January 1975, its first year students, and in the following year its second year students.

The Council was somewhat surprised at the Attorney General's interpretation that the law was not adequate to exclude first and second year students, but in accordance with the Attorney General's recommendation that any clarification be done by legislative action, the Council recommends the above changes in the wording of Article 77A, Section 14M (a).

Furthermore, the definition of postgraduate may not be clear and could be interpreted as precluding graduate studies, below the Masters Degree level; therefore, the above recommendation also includes a change from postgraduate to post-baccalaureate studies which includes studies frequently referred to as graduate studies in contrast to undergraduate studies.

9. ADOPTION OF SHORT-TERM TUITION DEFERRAL PROGRAM

The Council recommends that:

A BASIC SHORT–TERM TUITION DEFERRAL PROGRAM BE ADOPTED BY THE FOUR YEAR PUBLIC SEGMENTS OF

HIGHER EDUCATION IN ORDER TO IMPROVE STUDENT ACCESSIBILITY.

A PROGRAM PERMITTING DEFERRAL OF 50% OF REQUIRED TUITION AND FEES, IN LIEU OF FULL PAYMENT AT REGISTRATION, FOR A 60 DAY PERIOD EACH ACADEMIC TERM WITH REPAYMENT IN EITHER ONE OR TWO INSTALLMENTS AFFORDS A MANAGEABLE SYSTEM. THE REPAYMENT PERIOD PERMITS PROPER REVIEW OF RECORDS TO ASSURE EFFECTIVE CONTROL PRIOR TO ISSUANCE OF MID–TERM GRADES AND IMPLEMENTATION OF PREREGISTRATION PROCEDURES.

THE PROGRAM BE ESSENTIALLY SELF–SUPPORTING THROUGH THE ASSESSMENT OF A CHARGE TO THE STUDENTS USING THE SERVICE. A FEE FOR A SINGLE PAYMENT SYSTEM AND A FEE FOR A TWO INSTALLMENT SYSTEM SHOULD COVER OPERATING COSTS INCLUDING PROVISION FOR A DEFAULT OR BAD–DEBT COST IN THE TWO TO THREE PERCENT RANGE.

A PENALTY FOR LATE PAYMENT IS RECOMMENDED BOTH IN ORDER TO DISCOURAGE DELINQUENCIES AND TO COVER ADDITIONAL COSTS INCURRED WITH FOLLOW–UP PROCEDURES. STUDENTS FAILING TO MAKE PAYMENT WITHIN TWO CALENDAR WEEKS FOLLOWING THE DATE ON WHICH PAYMENT IS DUE BECOME SUBJECT TO SUSPENSION AND THE NON–ISSUANCE OF TRANSCRIPTS FOR WORK COMPLETED.

The foregoing recommendations are based on the results of a national study conducted by the Council in response to a request contained in the 1974 session, "Report of the Chairman of the Senate Finance Committee and House Appropriations Committee on the Budget Bill and Bond Bill to the President of the Senate and the Speaker of the House."

The results of the study are available in a separate report. The highlights of the study indicated many problems with long–term plans (i.e. those related to payment following graduation), particularly in cost of administration and an increasing default rate. On the other hand, eight states indicated good success with short term plans such as that contained in the recommendation.

10. SENIOR CITIZEN TUITION WAIVER

The Council recommends that

THE BOARD OF REGENTS OF THE UNIVERSITY OF MARYLAND, THE BOARD OF TRUSTEES OF THE STATE COLLEGES, AND THE BOARD OF TRUSTEES OF ST. MARY'S COLLEGE OF MARYLAND, MAY WAIVE THE TUITION CHARGE OF A PERSON WHO HAS ATTAINED THE AGE OF 60 YEARS AND WHO IS A RESIDENT OF THE STATE, FOR ENROLLMENT AT THE DISCRETION OF THE INSTITUTION IN EXISTING CLASSES ON A SPACE AVAILABLE BASIS IN INSTITUTIONS UNDER THEIR JURISDICTION.

Maryland law presently provides that senior citizens may enroll, under certain conditions, in classes in public community colleges without payment of tuition. It seems appropriate that similar opportunities be extended for enrollment in other public institutions of higher education in the State. The above recommendation is made in accordance with this principle. The State's institutions have flexibility in their tuition presently, but in order to provide consistency at the State policy level, the above recommendation is made. Since this opportunity is to be made in terms of a space available basis in already existing classes, it should not add any significant fiscal impact on the State.

11. TRANSFER OF ACCREDITATION FUNCTIONS TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION

The Council recommends that

ACCREDITATION OF DEGREE–GRANTING HIGHER EDUCATION INSTITUTIONS IN THE STATE SHOULD BE RECOGNIZED AS A STATEWIDE HIGHER EDUCATION FUNCTION AND SHOULD BE, THEREFORE, TRANSFERRED FROM THE STATE DEPARTMENT OF EDUCATION TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION

The accreditation responsibilities of the State Department of Education presently includes not only the examination of new higher education institutions to see to it that they meet minimum standards, but includes as well the responsibility for periodic evaluation of existing institutions whether or not they are regionally accredited by the Middle States Association. The MCHE regards both of these responsibilities as vitally important to its own central purpose of coordinating the orderly growth and overall development of higher education in the State. The Council believes that accreditation and evaluation of institutions of higher education should be an integral part of its statutory responsibility.

The Maryland State Board of Education, as part of its accreditation statutory authority presently performs these higher education responsibilities:

1. Decides initial institutional accreditation.
2. Performs periodic evaluations through visitation rights to colleges to insure that they maintain quality standards.
3. Authorizes institutions to offer specific kinds of degrees or certificates; e.g. graduate, professional, bachelor or associate.
4. Authorizes institutions to offer degrees in specific subject matter fields such as Engineering Technology, English, History or Sociology.

Authorization for these responsibilities is contained in Article 77 of the Annotated Code of Maryland (1969 replacement volume and 1972 supplement). Appropriate sections of this Article are 11(b), 13(a), 18, 151–159 inclusive, and Chapter 14, Fraudulent or Substandard Degrees.

The Maryland State Board of Education agrees that the Maryland Council should have the responsibility for accreditation and has passed a resolution wishing to divest itself of the responsibility.

Senate Bill 579, a departmental bill introduced in behalf of the

State Department of Education in the 1973 General Assembly, would accomplish the intent of the State Department of Education's Resolution to transfer accreditation of higher education functions to the Maryland Council.

12. BUDGET FLEXIBILITY FOR MARYLAND STATE COLLEGES

The Council recommends that

THE STATE COLLEGES BE ALLOWED TO EXPEND FUNDS IN APPROPRIATED ACTIVITIES FOR ITEMS OTHER THAN SALARY AND WAGES AS THE COLLEGES DEEM APPROPRIATE TO CARRY OUT THE OPERATION OF THE INSTITUTION WITH ANNUAL ACCOUNTABILITY TO THE STATE FOR THE EXPENDITURE OF SUCH FUNDS

This recommendation means that the institutions will have complete flexibility in expenditure of non–salary items within broad categories of fund appropriation such as instruction, library, administration, plan operations, etc. It also means that the institutional management will be responsible to account for the expenditure of the funds to the State. Since the recommendations essentially places the complete operation of the college in the hands of the college administration, deficiency appropriations from the State should not be anticipated except in rare exceptions as determined by the Executive Department.

The Council believes that while it is possible to carry out the above recommendation through changes in existing regulations, it is desirable to have legislation considered by the General Assembly for implementation of the recommendation.

The implementation of the new Higher Education Budget Format for the 1976 Fiscal Year budget provides sufficient detail to determine if funds expended by the colleges are consistent with the purposes for which the funds were appropriated. The Council, therefore, believes that the mechanism to assure accountability on the part of the colleges now exists, and that the time has come to allow the colleges to expend the appropriated funds in designated activities in non–salary items without further restriction.

13. ACCEPTANCE OF FULL-TIME DAY EQUIVALENT (FTDE) RATIOS AS BASIS FOR DETERMINING FACILITIES NEEDS OF THE STATE COLLEGES

The Council recommends that

STATE COLLEGE FACILITIES BE BASED ON FULL–TIME DAY EQUIVALENT STUDENT (FTDE) PROJECTIONS THAT ARE DETERMINED BY APPLYING TO THE PROJECTED FULL–TIME EQUIVALENT STUDENTS (FTE) PROJECTED FOR THE FUTURE AND PRESENT RATIO OF FTDE STUDENTS TO FTE STUDENTS (FTDE/FTE). SPECIFICALLY, BASED ON CURRENT BOARD OF TRUSTEES OF STATE COLLEGES PROJECTIONS FOR 1985 THIS MEANS:

	PROJECTED FTE	PRESENT FTDE/FTE	PROJECTED FTDE
Bowie State College	4,440	0.806	3,600
Coppin State College	3,150	0.700	2,200
Frostburg State College	3,680	0.969	3,600
Morgan State College	5,400	0.835	4,500
Salisbury State College	3,150	0.926	2,900
Towson State College	10,800	0.870	9,400
Totals	30,600		26,200

THE FTDE/FTE RATIO SHOULD BE ADJUSTED ANNUALLY BASED ON ACTUAL DATA USING A MOVING AVERAGE STATISTICAL TECHNIQUE AND PROJECTED FTE ADJUSTED ON THE BASIS OF ACTUAL ENROLLMENT.

In past years the State College system has developed its capital budget program based on inflating the Council's FTE projections by approximately 20%. The justification for this inflation has been that in a system increasing rapidly – particularly in transition from teacher training institutions to liberal arts colleges – flexibility in construction was necessary. The Council believes that the period of rapid growth requiring extensive capital improvements is nearing an end. Therefore, the time has come to place future building requirements on a realistic projection basis.

The above recommendation needs to be considered in light of the fact that space is planned on the basis of guidelines that have built in flexibility. For example, classrooms are planned on the basis of weekly use for 30 hours out of 45 hours available from 8 A.M. to 5 P.M., Monday through Friday, with two thirds of the seats filled when in use. Similarly, instructional laboratories are planned on the basis of 20 hours use out of 45 hours available Monday through Friday from 8 A.M. to 5 P.M. with 80% station occupancy. The planning guidelines, therefore, provide sufficient flexibility without adding additional enrollment contingencies.

Also, it is apparent from the enrollment trends of the last five years that most of the enrollment growth is in part–time students as compared to full–time students. For example, in the State Colleges 99% of the enrollment growth last year was in part–time students. It is apparent that use of the present FTDE/FTE ratio will result in providing some flexibility in space because it is likely that FTDE/FTE ratio will be decreasing due to the increasing proportion of part–time enrollments.

RECOMMENDATIONS OF THE BALTIMORE METROPOLITAN AREA STUDY

The following recommendations (14 through 27) are the result of recommendations contained in a Committee Report on Higher Education in the Baltimore-Metropolitan Region. The Report and its recommendations were adopted by the Council December 1974. Although these recommendations apply only to the public institutions in the Baltimore-Metropolitan region (Universities: University of Maryland—Baltimore County and the University of Baltimore; State Colleges: Coppin, Morgan and Towson; Community Colleges: Catonsville, Community College of Balti-

more, Dundalk and Essex), Recommendations 14, 15, 16 and 24 may have application statewide. Such a determination of a broader application of these four recommendations should be made by the Council.

The Recommendations which propose university status for Morgan and increasing other-race-grants at Morgan and Coppin resulted from recommendations which were proposed in the report of the Task Force to Propose Ways to Enhance the Role and Image of Predominantly Black Public Colleges in Maryland chaired by Mrs. Thelma Cox, which was earlier received by the Council. With regard to Morgan's university status, the Cox Task Force recommended that, "The Maryland Council for Higher Education Support Legislation and Program Development to Change The Status of Morgan to a Doctoral-Granting Urban University." The complete report of both the Cox Task Force and the Committee to Study Higher Education in the Baltimore-Metropolitan Region are on file and available from the Maryland Council for Higher Education.

Recommendation 14

A. THE MARYLAND COUNCIL FOR HIGHER EDUCATION BE GIVEN THE ACCREDITATION FUNCTION OF THE POSTSECONDARY INSTITUTIONS OF HIGHER EDUCATION.

B. BEGINNING WITH THE 1975-1976 ACADEMIC YEAR, THE COUNCIL BRING INTO THE STATE PERSONS OF RECOGNIZED COMPETENCE IN VARIOUS FIELDS OF KNOWLEDGE IN ORDER TO ASSESS QUALITY OF THE OFFERINGS IN THOSE FIELDS OF KNOWLEDGE AT THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION. A REASSESSMENT OF THE VARIOUS FIELDS OF KNOWLEDGE SHOULD BE COMPLETED ON A FOUR YEAR CYCLE.

C. THE MARYLAND COUNCIL FOR HIGHER EDUCATION DEVELOP AND CONDUCT, ON AN ANNUAL BASIS, A FOLLOW-UP STUDY OF THE GRADUATES OF THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

Recommendation 15

ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE BALTIMORE-METROPOLITAN REGION BE REQUIRED TO SUBMIT TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION THROUGH THEIR BOARD, A CLEAR STATEMENT OF THE MISSION OF THE INSTITUTION.

Recommendation 16

EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE BALTIMORE-METROPOLITAN REGION SHOULD SUBMIT TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION THROUGH THE BOARD, A PRIORITIZED LISTING OF THE CURRENT AND FUTURE ACTIVITIES OF THE INSTITUTION.

Recommendation 17

THE COUNCIL NOT RECOMMEND APPROVAL OF DUPLICATIVE ACADEMIC PROGRAMS AMONG THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE REGION WITHOUT COMPELLING EVIDENCE FOR THE NEED FOR SUCH DUPLICATION.

Recommendation 18

FULL-TIME ENROLLMENT CEILINGS BE IMPOSED ON THE FOUR YEAR PUBLIC INSTITUTIONS IN THE REGION.

Recommendation 19

A. MORGAN STATE COLLEGE BE DEVELOPED INTO A STATE UNIVERSITY.

B. ACADEMIC CURRICULA OFFERED BY MORGAN STATE SHOULD REFLECT A MOST INTENSE CONCERN FOR UNDERSTANDING AND SOLVING URBAN PROBLEMS.

C. MORGAN STATE COLLEGE BE PERMITTED TO DEVELOP A SINGLE DOCTORAL PROGRAM IN URBAN STUDIES.

Recommendation 20

THE STATE PROVIDE ACCESS FOR QUALIFIED STUDENTS OF ALL RACES TO DOCTORAL DEGREE PROGRAMS AVAILABLE IN THE STATE.

A. THAT THE UNIVERSITY OF MARYLAND STRENGTHEN ITS SPECIFIC PLANS WHICH WILL ENSURE THE INCREASED PRESENCE OF BLACK STUDENTS IN DOCTORAL PROGRAMS.

B. THAT THE STATE PROVIDE OTHER-RACE MONIES TO THE UNIVERSITY FOR THE PURPOSE OF ATTRACTING QUALIFIED BLACK STUDENTS TO COLLEGE PARK FOR DOCTORAL TRAINING.

C. WHILE THE COMMITTEE HAS NOT MADE A DETAILED STUDY OF THE PROGRAMS AT JOHNS HOPKINS, THE DEVELOPMENT OF A SIMILAR AFFIRMATIVE ACTION PLAN BY THE JOHNS HOPKINS UNIVERSITY BE ENCOURAGED FOR SUBMISSION TO THE COUNCIL FOR REVIEW AND THAT IF FOUND ACCEPTABLE, A STIPEND SYSTEM BE DEVELOPED BY THE STATE TO EASE THE TUITION BURDEN PLACED ON A STUDENT ATTENDING JOHNS HOPKINS FOR DOCTORAL PROGRAMS.

Recommendation 21

A. ACCESS BE PROVIDED TO DESIGNATED UNIQUE PROGRAMS IN COMMUNITY COLLEGES IN THE REGION BY CHARGING "IN COUNTY" TUITION TO ALL STUDENTS IN THE REGION.

B. THE COMMITTEE DOES FEEL THE QUESTION OF REGIONALIZING THE COMMUNITY COLLEGES IN THE REGION NEEDS TO BE EXPLORED IN GREATER DEPTH AND URGES THAT THE ROSENBERG COMMISSION EXAMINE THE MERITS OF THE REGIONAL STRUCTURE FOR COMMUNITY COLLEGES WHICH SERVE POPULATION CENTERS RATHER THAN POLITICAL SUBDIVISIONS.

Recommendation 22

A COMMON CATALOG BE DEVELOPED BY THE COUNCIL FOR ALL THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE REGION AND BE DISSEMINATED TO STUDENTS AND THE PUBLIC.

Recommendation 23

STUDENTS BE PERMITTED TO TAKE UNDERGRADUATE COURSES WHICH RELATE TO THEIR PROGRAM AT ANY PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE REGION WHERE SPACE IS AVAILABLE.

Recommendation 24

1. THE BOARD OF EACH OF THE PUBLIC COLLEGES IN MARYLAND EXAMINE WAYS IN WHICH THE COLLEGES CAN PROVIDE FRESHMEN ORIENTATION PROGRAMS WHICH INCLUDE COMPONENTS ON CHOOSING A COLLEGE MAJOR AND DEVELOPING LONG RANGE VOCATIONAL PLANS.
2. THE MARYLAND COUNCIL FOR HIGHER EDUCATION FORWARD A LETTER TO THE STATE DEPARTMENT OF EDUCATION RECOMMENDING THAT A COURSE FOR SECONDARY STUDENTS BE DESIGNED WHICH ASSISTS IN THE STUDENT'S DEVELOPMENT OF POSTSECONDARY EDUCATION PLANS FOR WORK OR COLLEGE, AND THAT ALL SECONDARY STUDENTS BE REQUIRED TO TAKE IT.

Recommendation 25

OTHER-RACE GRANT MONIES AT MORGAN STATE AND COPPIN STATE BE INCREASED BY 10%.

Recommendation 26

THE BOARD OF TRUSTEES OF STATE COLLEGES LIFT FROM MORGAN ITS 15% LIMIT ON OUT-OF-STATE STUDENTS TO THE EXTENT THAT QUALIFIED STUDENTS FROM MARYLAND ARE NOT EXCLUDED FROM ADMISSION.

Recommendation 27

A. THE GOVERNOR'S STUDY COMMISSION ON STRUCTURE AND GOVERNANCE OF EDUCATION FOR MARYLAND SHOULD CONSIDER THE NEED FOR A GOVERNING BOARD OF TRUSTEES DEVOTING ITS ATTENTION TO A SINGLE INSTITUTION WITH RESPECT TO INSTITUTIONAL OBJECTIVES, ROLE, MISSION, SCOPE, QUALITY, AND PRIORITIES: AND,

B. A STRONG CENTRAL COORDINATING AUTHORITY WITH POWERS TO SET ENROLLMENT CEILINGS, APPROVE PROGRAMS, ELIMINATE PROGRAMS, AVOID UNNECESSARY DUPLICATION AMONG INSTITUTIONS, ASSESS QUALITY PERFORMANCE, APPROVE LONG AND SHORT RANGE PLANS FOR PHYSICAL AND FISCAL RESOURCES, AND ESTABLISH CVERALL PRIORITIES FOR PUBLIC HIGHER EDUCATION IN THE STATE.

CHAPTER II
TEN YEAR HIGHER EDUCATION GROWTH DATA

The Maryland Council for Higher Education has published an Annual Report every year since 1964 - the first year of the Council's existence. The tenth anniversary of the Council seems an appropriate time to look back from the time of the Council's creation to the present time and discuss what has happened to higher education in Maryland in terms of student growth, budget growth, facility growth and growth in other areas. Much of the data which forms the basis of this Chapter are the results of the development of data collection systems developed by the Council during its existence. Therefore, not all of the issues addressed in the Chapter are discussed on the basis of ten years of data, but rather on the basis of the period of time that the data exist. Each period of time covered is noted with the data.

Enrollments

Total enrollments in Maryland Colleges and Universities have increased 122% between 1964 and 1974 - from 84,235 to 186,670. The University of Maryland increased from 32,667 to 56,248 (72%); the State Colleges increased from 11,108 to 32,504 (193%); the Community Colleges increased from 11,043 to 64,679 (486%); Private Colleges increased only from 29,417 to 33,239 (13%).

Detailed components of the enrollment which exist for the last five years (since 1969) show that undergraduate part-time enrollments in Maryland have increased 74% (37,923 to 66,156) while full-time enrollments have increased by only 24% (75,554 to 93,886). Women undergraduates enrolled have increased 70% (45,948 to 78,155) while undergraduate men have increased 21% (67,529 to 81,887). In 1969, women made up 40% of the undergraduate enrollment; today, women make up 49% of the undergraduate enrollment. In 1969, 33% of the undergraduate enrollment was part-time; today, 41% of that enrollment is part-time. In graduate enrollment in 1969, 40% of the enrollment was part-time; today, 62% of the graduate enrollment is part-time. Women made up 35% of the graduate enrollment in 1969; today, 43% of the graduate enrollment are women.

In summary, several trends in enrollment are evident:

1. Total enrollment growth has averaged about 10% per year

for the last ten years.

2. The greatest growth in student enrollments in recent years has been in part-time students.
3. The growth rate of women in higher education has been more than twice that of men in recent years. Women undergraduates are now enrolled in approximately equal numbers to men.
4. The growth of higher education in Maryland has been almost completely in the public sector as opposed to the private sector.
5. The Community Colleges have experienced great growth and currently enrolled almost half of all undergraduates enrolled in public institutions.

High School Seniors

Each spring the Maryland State Department of Education in cooperation with the Council surveys the post high school plans of seniors in the Maryland public schools. An analysis of these data from 1971-74 show many interesting changes on the part of high school seniors regarding what they plan to do with respect to college attendance. The figures show long range intent on the part of the seniors, not merely whether they are planning to go to college the fall following graduation. The changes, therefore, probably reflect attitude changes of high school seniors regarding college.

The graduating male high school senior this year is much less likely to be planning college than he was in 1971. Likewise, the graduating black high school senior this year is much less likely to be planning college than he or she was in 1971. On the other hand, women are about as likely to be planning college now as they were in 1971. Seniors in the Baltimore Region, Western Maryland, and the Eastern Shore are much less likely to be planning college today than they were in 1971.

It is interesting to note that students are planning college out of State at about the same rate today as they were in 1971, Black students even higher. However, the seniors are much less likely to be planning to attend a college in Maryland today than they were in 1971. Men and Black seniors particularly are much less likely to be planning to attend college in Maryland today than they were four years ago, as also are seniors from Western Maryland and the Eastern Shore.

The regional differences in these data are quite striking; for example, this year 38% of the seniors in Southern Maryland and 40% of the seniors on the Eastern Shore are planning college as compared to 71% of the seniors in the District of Columbia Metropolitan Area. Also, note that the D.C. Metropolitan area seniors are planning college out of state at more than twice the rate of most of the other regions.

The data also show that while the black senior is about as likely to be planning to attend a Maryland College as anyone else, he or she is much less likely to be planning to attend a college out of state. Also, the rate of black seniors planning to attend college has dropped twice as much over the four years as the rate of white seniors. This change in attitude toward college on the part of black seniors is particularly disturbing because of the increased efforts to involve minority students in higher education, and is an indication that such efforts should be reviewed.

Degrees by Field

Associate degree production in Maryland in the last five years (1969-74) has increased by 174%. The rate of increase in technological and occupational areas has been twice that of arts and science areas indicating that the role and function of the Community Colleges has shifted. Five years ago about 70% of the graduates were preparing for transfer to four year colleges with arts and science degrees; today, 56% of the graduates are prepared for transfer with arts and science degrees. The two year occupational programs are the unique function of the Community Colleges, and the data show that the colleges are beginning to produce significant numbers of persons in occupational fields with associate degrees.

Bachelors degrees have increased by one third in the last five years. Degrees in engineering, mathematics, physical sciences, and foreign languages have actually decreased - some by as much as 20%. Degrees in the health professions have increased over 100%. It is interesting to note that in spite of the well publicized teacher surplus, bachelor degrees in education have increased by 42%. Education continues to be the largest field of bachelor degree production with 20% of the total degrees granted.

In Master's degrees, the field of education accounts for 42% of the total degrees granted. More than five times as many Master's degrees are granted in Education as in any other field. Overall,

Master's degree production increased by 74% in the five year period. The largest increases in the five year period were in psychology, education, and business and commerce.

Doctor's degree production increased 16% in the last five years. The largest increases were in the fields of health professions, social sciences, and education. The fields of biological sciences and engineering showed significant decreases in Doctoral degree production in the period.

First professional degree production in the last five years has increased by 24%. Dentistry and law have increased more rapidly than medicine.

Budgets

When the general funds increases in the 10 year period provided to each segment are examined against the budgeted F.T.E. enrollment increases, both the University and the Community Colleges have realized greater increases in general funds (even when adjusted for inflation) than they have realized increases in budgeted F.T.E. enrollment. Therefore, there is a positive gain in State funding per F.T.E. student in the University and the Community College. The State Colleges, on the other hand, show a greater increase in budgeted F.T.E. enrollment than they do in general funds (adjusted for inflation). Thus, the State funding provided the State Colleges per F.T.E. student over the last ten years is negative as contrasted to the other two segments. The Community Colleges have increased in State funds by more than twice the increase in enrollments, the University about 1/3 more in State funds than enrollment, and the State Colleges are getting about 1/6 less in State funds than they have increased in enrollment. It should be pointed out that the elimination of the tuition waiver for teacher education program at the State Colleges has been responsible for part of the decline in State support.

The Recommendation Chapter of this Annual Report raises the question of the disparity of funding Community Colleges based on a formula which takes a substantial share of the higher education dollar before the other segments are funded. The data presented here indicate that, relatively, the State Colleges have not been provided a fair share of the available State funds consistent with their increased enrollments. The State funding policy for public higher education needs critical re-examination.

The ten year budget data show that the State has annually appropriated to higher education about 12% of the total general funds appropriated for all purposes. This compares to a national average for State appropriations to higher education of approximately 14% of the total. Although there are problems in trying to make comparisons of State expenditures for higher education, it is fair to state that Maryland ranks below the average in almost any measure considered. The significance is not in the absolute standing of the State on any particular measure, but in the fact that Maryland could do more in funding higher education when compared to most other states.

It is extraordinary to contemplate that the size of the State educational "pie" has not increased in the ten year period, but rather has been a redistribution of a relatively constant 12% of the total general funds. During the period the State Colleges changed roles from teacher institutions to liberal arts colleges; the University created two new branches and a research center at Horn Point; the State began giving aid to private institutions; and the Community Colleges increased from a segment of 8,000 F.T.E. students to one with more than 40,000 F.T.E. students. The significance of priority setting is implicit in the constancy of the "pie" over time. The old adage of slicing the same pie more ways has proven true.

Faculty Salaries

The Council conducted a faculty salary study in 1966 which disclosed the fact that faculty salaries in the public four year colleges and universities were below the average of faculty salaries in comparable institutions nationally. Today, the data show that the faculty salaries in public four year colleges and universities are slightly above the average of faculty salaries in comparable institutions. Faculty salaries in the Community Colleges which were slightly above the average of comparable institutions in 1966 are now at the 75th percentile of comparable institutions. Community Colleges with substantial increases in State funding and strong local support in the period have reached the goal for faculty salaries, while the University and the State Colleges have made very little progress toward the goal. Faculty salaries between 1966-67 and 1974-75 when adjusted for inflation show that while the State Colleges have made small real gains in faculty salaries, that the faculty in the University have actually lost ground in salaries in terms of inflation.

These points demonstrate again the need for re-examination of the State's funding policy with respect to higher education.

Student Charges

Full-time undergraduate students in State Colleges are paying about 3 times more to attend these colleges now than they were 10 years ago; this increase is in contrast to about the same charges in the University, and less in the Community Colleges (all figures are adjusted for inflation). In the 10 year period, the private colleges have maintained about the same charges.

These data are consistent with the budget data which were discussed previously. That is, the State College increase in State funds has not kept pace with the enrollment increase, and tuition and fees have had to be increased to maintain operation. On the other hand, State funds to Community Colleges have increased substantially, and tuition and fees have not had to increase in the same proportion as in the State Colleges. Private colleges have not increased because they have had to maintain as competitive a position as possible with the public institutions so as not to lose enrollment (note only a 13% enrollment increase in private colleges in the last 10 years).

The results of a survey for the 13 Southern Region Education Board states for this fall (1974) indicates that among all the states Maryland has the highest student charges in all categories except Community Colleges. The University charges are $158 above the median charges for Universities in the region; the State Colleges are $180 above the median charges for State Colleges in the region; and the Community College charges are $85 above the median charges for Community Colleges in the region.

Data from the College Entrance Examination Board indicates that about 50% of the high school seniors in Maryland participating in their admissions testing program cannot pay up to $1,800 for the cost of education (tuition, fees, supplies and living cost) from family resources which is about the average cost of attending any public four year college; 20% cannot pay up to $600 for these charges. With black students in the survey, 60% of the students' families could not pay up to $600 for the cost of education. It is clear that large numbers of high school seniors need some form of financial assistance to enter a college in Maryland. The increasing cost is undoubtedly one factor in the decreasing probability of high school

seniors planning college as previously noted. Financial assistance reform as recommended in this Annual Report is necessary to assure that available financial assistance funds are equitably distributed to needy students.

Facilities

The State has recognized its commitment to higher education and has generally met this commitment by appropriating funds annually to increase the amounts and types of space and equipment necessary to meet both the growth in enrollment and the other changes in higher education. State capital appropriations in the public four year colleges over the last 10 years have ranged from about $7,500 to $25,000 per full-time equivalent student (F.T.E.) increase. Total capital funds invested per full-time day equivalent student (F.T.D.E.) in Community Colleges now range from $2,300 to $13,000 with an average $4,300.

Capital costs of facilities have escalated at an annual rate varying between 12-18% over the past five years. More recently the staff of the Department of General Services has observed that the escalation of capital costs has reached a new high of about 20% per year commencing in mid-1974. A portion of this escalation can be contributed to increase in labor costs but there appear to be other influences which are driving the costs up at this high rate. Between 1970 and 1974, labor rates using an average of 30 skilled trades, rose from about $6.80 per hour to $9.75 an hour, an overall increase of 42% or about 7-8% per year. Escalation in material costs particularly steel, and in overhead rates account for the balance of the increase. It therefore appears that construction costs for capital facilities for higher education are escalating at a rate faster than the general inflationary rate of 11.5% recently announced by the U.S. Department of Commerce.

Based upon analyses of annual budget data, and operating data, plant operating and maintenance costs of higher education facilities have risen at an average rate of approximately 10% per year since 1970. The crisis in fuel and energy coupled with the soaring costs in that area have forced some institutions to budget for increases of 15-20 percent for FY 1976. In terms of cost per student, this factor alone may add between $40-$50 per year which must be borne by the student or the State. The future increases in costs may be even higher. The Federal General Services Administration has forecast an

accumulated increase in energy costs of over 100% in the next five years.

The Comptroller of the Treasury has recently announced an unusually high increase in the bond interest rates. Whereas in the past, the interest rates were approximately 5% or less, they have been rising steadily so that they are currently nearly 6%, an increase of about 20%. This increase in cost of financing coupled with other cost increases heretofor discussed, portends a need to make a complete evaluation of facilities from a standpoint of types and amounts of space needed and the most effective means of optimizing utilization. This is particularly important to reduce the cost of higher education to both the State and to the student.

There are other factors which are increasing the cost of education to the student. In 1971, the General Assembly requested the Maryland Council for Higher Education to conduct a study of the financing and operating costs of auxiliary service enterprises at Maryland Public Colleges inasmuch as these so-called self-supporting facilities were not paying for proportionate shares of the cost of utilities, maintenance and other services. Subsequently, on the basis of information developed in this study, the General Assembly mandated that beginning in the fall of 1973, a ten year program be adopted to eliminate the General Fund subsidy for utility and maintenance and similar costs associated with self-supported activities. This program will be moving into its fourth year, and in FY 1976, the self-supporting activities should be funding approximately 40% of these costs. This financial burden is already being felt by the dormitory residents and will become heavier as the institutions approach the 100% absorption goal.

The segment governing boards have increased the charges for room by an average of $50-$75 per year for the past two years. At this rate, the room charges on dormitories built with past favorable bond interest rates (5-5½%) may reach $800 in the near future. New dormitories built with higher interest rates, possibly over 6-7%, will have to realize as much as $1,000 per bed/year to be self-supporting. Some relief to students may be available by using a room charge plan which will equitably distribute the lower costs of older dormitories and the higher costs of the newer dormitories; however, as the operating costs increase, there appears to be little alternative but to increase room charges to the student.

TABLE 2–1
TOTAL HEADCOUNT ENROLLMENT BY SEGMENT

	1964	1974	% Change
Community Colleges	11,043	64679	486%
State Colleges	11,108	32504	193%
University of Maryland	32,667	56248	72%
Total Public	54,818	153431	180%
Private	29,417	33239	13%
Total Public and Private	84,235	186670	122%

TABLE 2–2
UNDERGRADUATE ENROLLMENT BY SEX AND ATTENDANCE STATUS
(INCLUDES UNCLASSIFIED STUDENTS)

	1969	1974	% Change
Full-Time Men	43963	49197	12%
Part-Time Men	23566	32690	39%
Total Men	67529	81887	21%
Full-Time Women	31591	44689	41%
Part-Time Women	14357	33466	133%
Total Women	45948	78155	70%
Total Full-Time	75554	93886	24%
Total Part-Time	37923	66156	74%
Total Headcount	113477	160042	41%

TABLE 2–3
GRADUATE ENROLLMENT BY SEX AND ATTENDANCE STATUS
(INCLUDES 1st PROFESSIONAL STUDENTS)

	1969	1974	% Change
Full-Time Men	8602	7113	–17%
Part-Time Men	4485	7948	77%
Total Men	13087	15061	15%
Full-Time Women	3567	3123	–12%
Part-Time Women	3535	8444	139%
Total Women	7102	11567	63%
Total Full-Time	12169	10236	–16%
Total Part-Time	8020	16392	104%
Total Headcount	20189	26628	32%

TABLE 2–4
PERCENT OF SENIORS PLANNING TO ATTEND COLLEGE

	1971	1974	Difference
All Maryland Seniors	63%	58%	–5%
Black Seniors	59%	51%	–8%
White Seniors	64%	60%	–4%
Men	66%	58%	–8%
Women	60%	59%	–1%
Western Maryland	56%	47%	–9%
Baltimore Region	62%	55%	–7%
D.C. Suburban	72%	71%	–1%
Southern Maryland	41%	38%	–3%
Eastern Shore	49%	40%	–9%

TABLE 2–5
PERCENT OF SENIORS PLANNING TO ATTEND MARYLAND COLLEGES

	1971	1974	Difference
All Maryland Seniors	48%	42%	–6%
Black Seniors	52%	41%	–9%
White Seniors	48%	43%	–5%
Men	51%	42%	–9%
Women	46%	44%	–2%
Western Maryland	45%	35%	–10%
Baltimore Region	52%	44%	–8%
D.C. Suburban	49%	47%	–2%
Southern Maryland	30%	28%	–2%
Eastern Shore	36%	27%	–9%

TABLE 2–6
PERCENT OF SENIORS PLANNING TO
ATTEND OUT–OF–STATE COLLEGES

	1971	1974	Difference
All Maryland Seniors	63%	58%	–5%
Black Seniors	59%	51%	–8%
White Seniors	64%	60%	–4%
Men	66%	58%	–8%
Women	60%	59%	–1%
Western Maryland	56%	47%	–9%
Baltimore Region	62%	55%	–7%
D.C. Suburban	72%	71%	–1%
Southern Maryland	41%	38%	–3%
Eastern Shore	49%	40%	–9%

TABLE 2-7
ASSOCIATE DEGREES
MARYLAND PUBLIC AND PRIVATE COLLEGES

	1969	1974	% Change
Arts and Sciences	1664	3868	132%
Technological and Occupational	779	2822	262%
Total	2443	6690	174%

TABLE 2–8
BACHELOR'S DEGREES
MARYLAND PUBLIC AND PRIVATE COLLEGES

	1969	1974	% Change
Agriculture	91	188	107%
Biological Sciences	564	832	48%
Business and Commerce	1688	1880	11%
Education	2228	3155	42%
Engineering	601	479	–20%
Letters	863	865	0%
Fine and Applied Arts	403	696	73%
For. Languages & Lit.	318	257	–19%
Health Professions	408	871	113%
Math Sciences	424	382	–10%
Physical Sciences	307	246	–20%
Psychology	460	876	90%
Social Sciences	2035	2705	33%
All Other	1688	2611	55%
Total	12078	16043	33%

TABLE 2–9
MASTER'S DEGREES
MARYLAND PUBLIC AND PRIVATE COLLEGES

	1969	1974	% Change
Agriculture	17	30	76%
Biological Sciences	55	71	29%
Business and Commerce	128	266	108%
Education	847	1815	114%
Engineering	121	169	40%
Letters	124	149	20%
Fine and Applied Arts	74	98	32%
For. Languages & Lit.	63	34	–46%
Health Professions	196	353	80%
Home Economics	20	25	25%
Library Science	129	169	31%
Math Sciences	98	57	–42%
Physical Sciences	63	93	48%
Psychology	18	97	439%
Social Sciences	378	342	–8%
Broad Gen. Curriculums & Misc.	166	583	251%
Total	2497	4351	74%

TABLE 2–10
DOCTORAL DEGREES
MARYLAND PUBLIC AND PRIVATE COLLEGES

	1969	1974	% Change
Agriculture	19	16	–16%
Biological Sciences	74	47	–36%
Business and Commerce	4	3	–25%
Education	69	113	64%
Engineering	67	46	–31%
Letters	15	23	53%
Fine and Applied Arts	5	7	40
For. Languages and Lit.	28	22	–21%
Health Professions	19	43	126%
Math Sciences	27	37	37%
Physical Sciences	78	96	23%
Psychology	18	23	28%
Social Sciences	56	93	66%
General Curriculums & Misc.	21	13	–38%
Total	500	582	16%

TABLE 2–11
1st PROFESSIONAL DEGREES IN DENTISTRY,
MEDICINE AND LAW
ALL PUBLIC AND PRIVATE COLLEGES

	1969	1974	% Change
Dentistry	91	126	38%
Medicine	211	239	13%
Law	420	531	26%
Total	722	896	24%

TABLE 2–12
BUDGETED STATE GENERAL FUNDS AND FULL TIME EQUIVALENT STUDENTS,
1964–65 AND 1974–75,
BY SEGMENT, WITH PERCENT INCREASE

	1964-65		1974-75			
			Budgeted General Funds		Budgeted F.T.E. Students	
	Budgeted General Funds	Budgeted F.T.E. Students	Amount	% Inc. Adjusted*	No.	% Inc.
University	$28,052,541	21,837	$106,645,749	114%	39,745	82%
Community Colleges	1,512,225	7,778	29,431,710	993%	41,300	431%
State Colleges	9,026,697	8,983	40,579,594	153%	25,395	183%

*Adjusted in 1964-65 dollars.

SOURCE: Maryland State Budget Fiscal Years 1965, 1975.

TABLE 2–13
WEIGHTED AVERAGE OF TUITION AND REQUIRED FEES
FOR MARYLAND COLLEGES AND UNIVERSITIES
BY SEGMENT, 1963 AND 1973,

	Tuition and Fees Weighted, 1963 (Unadjusted)	Tuition and Fees Weighted, 1973	Percent Change 1963-73 (Adjusted)*
Community College	$240	$327	–23%
State College	112	580	191%
University	341	689	13%
Private Colleges	978	1,810	4%

* Adjusted in 1964-65 dollars.
SOURCE: MCHE Reports on File

TABLE 2–14
EXISTING FACILITIES IN STATE COMMUNITY COLLEGES, 1973

College	Established	Occupied Permanent Site	1973 Enrollment FTDE	NASF Facilities	NASF Per* FTDE/ Student	FY 1973 Physical Plant Assets	Total** Capital Cost/ FTDE Student
Allegany	1961	1969	612	123,426	201	$ 5,544,916	$9,060
Anne Arundel	1961	1967	1,880	168,705	89	7,384,822	3,928
Baltimore	1946	1959	2,706	203,888	75	7,171,498	2,650
Liberty							
Harbor							
Catonsville	1956	1963	3,310	214,619	64	16,016,705	4,838
Cecil	1970	1972	258	27,831	107	1,556,630	6,033
Charles	1958	1968	570	47,229	82	3,624,279	6,358
Chesapeake (R)	1967	1968	291	74,037	254	3,783,925	13,003
Dundalk	1968	1973	390	18,535	47	1,802,985	4,623
Essex	1956	1968	3,202	224,677	70	18,755,137	5,857
Frederick	1957	1970	543	79,612	146	4,419,830	8,139
Garrett	1966	1971	121	32,489	268	1,490,081	12,314
Hagerstown	1946	1966	902	59,749	66	5,610,229	6,219
Harford	1957	1964	1,125	124,507	110	6,325,000	5,622
Howard	1966	1970	505	48,428	95	3,622,089	7,172
Montgomery			6,859	501,289	73	22,392,781	3,237
Rockville		1965	5,517	432,438	78	—	—
Takoma	1946	1950	1,342	68,851	51	—	—
Prince George's	1958	1967	4,236	182,672	43	10,035,925	2,369
Average			(27,568)			($119,636,832)	$4,339

*Community College space allowances are based primarily on full time day equivalent students (FTDE).

**Physical Plant assets include land, buildings and improvements.
The State share is about 50% except for Regional (R) Colleges for which State share if 75%.

TABLE 2–15
CAPITAL APPROPRIATIONS
FOR STATE FOUR YEAR COLLEGES AND UNIVERSITIES 1963–73,
WITH APPROPRIATIONS PER FULL-TIME EQUIVALENT
STUDENT INCREASE 1963-73

	Capital Appropriations 1963–1973	Full-Time-Equivalent Student Enrollment Increase 1963-1973	Capital Appropriations Per FTE Student Increase
UMCP	$ 65,744,500	8,799	$ 7,471
UMAB	57,961,100[1]	2,311	25,080
UMBC	37,144,100	4,854	7,652
UMES	7,307,800	406	17,999
Sub-Total	$168,157,500	16,370	$10,272
BOWIE	$ 23,135,360	1,839	$12,580
COPPIN	16,273,800	1,768	9,204
FROSTBURG	20,811,875	1,184	17,577
MORGAN	17,007,120	1,737	9,847
ST. MARY'S	6,665,900	797	8,363
SALISBURY	13,548,500	1,623	8,256
TOWSON	52,252,400	6,602	7,914
Sub-Total	$149,694,955	15,550	$ 9,627
GRAND TOTAL	$317,852,455	31,920	$ 9,958

[1] Does not include State appropriations of $22,345,600 for University Hospital.

Chapter III

STATISTICS

Enrollments

The total number of full-time and part-time students in Maryland Institutions of Higher Education reached 186,670 in the fall of 1974, an increase of 5.5% over 1973's total of 176,865. Of these, 104,132 or 55.8% were full-time students and 82,548 were part-time students.

A total of 64,679 students or 34.6% of the State total attended public community colleges; 17.4% of the students attended State Colleges; 30.1% of the students attended various branches of the University of Maryland and private colleges and universities served 17.8% of the students.

Table 3-1 indicates that the full-time equivalent enrollment in all colleges in Maryland increased 5.0% from 1973 to 1974. The increase in public institutions was 4.8%.

Tuition and Fees in Maryland Public Colleges and Universities

Table 3-2 shows that total tuition in Maryland Public Colleges ranges from a high of $701 at Morgan State College to a low of $320. at Allegany Community College.

Appropriations for Higher Education

The appropriations for public education for fiscal year 1975 are shown in Table 3-3. The increase for higher education from State General Funds for fiscal 1975 over 1974 was $12.5 million or 7.2%. This increase includes the one million dollar appropriation for the University of Baltimore for one-half of the fiscal year.

Degrees Conferred

The Council requires the colleges and universities of the State to submit information which covers the full range of the institution's activities. The certificates and degrees awarded annually by the

colleges and universities, constitute an important frame of reference for an evaluation of the institutions academic efficiency in meeting the social and economic needs of the State within the scope of the financial resources which they are allocated. Consequently, data on certificate and degree production are provided the institutions and interested State officials, but under no circumstances is such data to be accepted as the sole criteria for determining the value of the contributions and services which the institutions render to the citizens of the State.

Tables 3-4 through 3-13 give detailed information on degrees and certificates awarded in Maryland institutions of higher education between July 1, 1973 and June 30, 1974.

Proprietary Institutions

Tables 3-14 through 3-19 provide information on proprietary post-secondary education in Maryland by program area for geographic origin and race of students, job placement, faculty, and awards.

Other Higher Education Data

Additional detailed data is available upon request from the Council in its publication *Higher Education Data Book 1973-74.*

TABLE 3-1

ENROLLMENT AT MARYLAND COLLEGES & UNIVERSITIES FOR FALL 1974 AND PERCENTAGE INCREASE OVER 1973

	Total 1973 FTE	1974 Undergraduate			1974 Graduate			Total 1974 FTE	% FTE Increase
		Full-Time	Part-Time	Total	Full-Time	Part-Time	Total		
COMMUNITY COLLEGES:									
Allegany Community College	927	851	448	1299	—	—	—	1000	8
Anne Arundel Comm. College	2474	1877	2839	4716	—	—	—	2823	14
Catonsville Community College	4413	3472	6086	8558	—	—	—	4501	2
Cecil Community College	416	279	733	1012	—	—	—	523	26
Charles County Community College	722	447	1010	1457	—	—	—	784	9
Chesapeake College	404	292	360	652	—	—	—	412	2
Comm. College of Baltimore	3979	2571	5738	8309	—	—	—	4484	13
Dundalk Community College	520	358	1006	1364	—	—	—	693	33
Essex Community College	3954	2687	4561	7248	—	—	—	4307	6
Frederick Community College	744	515	926	1441	—	—	—	824	11
Garrett Community College	166	145	168	313	—	—	—	201	21
Hagerstown Junior College	1061	794	950	1744	—	—	—	1111	5
Harford Community College	1520	1027	1791	2818	—	—	—	1634	7
Howard Community College	722	429	1029	1458	—	—	—	772	7
Montgomery Coll.-Rockville	6389	4753	5404	10157	—	—	—	6554	3
Montgomery Coll.-Takoma	1561	1051	1421	2472	—	—	—	1525	−2
Prince George's Comm. College	5648	3687	5973	9660	—	—	—	5678	1
TOTAL COMMUNITY COLLEGES	35620	24235	40444	64679	—	—	—	37716	6
STATE COLLEGES:									
Bowie State College	2255	1068	401	2159	6	1158	1164	2234	−1
Coppin State College	2145	1706	287	2053	226	226	521	2186	2
Frostburg State College	2815	2776	126	2902	14	604	618	3033	8
Morgan State College	4686	3837	911	4748	186	786	972	4589	−2
Salisbury State College	2127	2251	427	2678	—	527	527	2569	21
St. Mary's College of Maryland	998	926	195	1121	—	—	—	991	−1
Towson State College	8857	7799	3845	11644	56	1341	1397	9584	8
TOTAL STATE COLLEGES	23913	21023	6282	27305	488	4711	5199	25176	5
UNIVERSITY OF MARYLAND:									
U. of Maryland - College Park	29408	24128	3002	27130	2905	4032	7537	29078	1
U. of Maryland - Baltimore City	3894	1534	44	1568	2506	334	2840	4156	7

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U. of Maryland - Baltimore County	4817	4829	577	5406	71	50	121	5108	6
U. of Maryland - Eastern Shore	940	1025	167	1192	—	—	—	1081	15
U. of Maryland - Univ. College	3040	1744	8562	10306	34	330	364	4742	20
TOTAL UNIV. OF MARYLAND	42960	33250	12352	45602	5516	5348	10862	44886	4
TOTAL PUBLIC	102532	76508	59078	137586	6004	10057	16061	107558	5
2-YEAR PRIVATE:									
Bay College of Maryland	540	860	133	1002	—	—	—	913	69
Hagerstown Business College	—	355	—	355	—	—	—	355	—
Villa Julie College	307	247	130	377	—	—	—	290	—6
TOTAL 2-YEAR PRIVATE	847	1471	263	1734	—	—	—	1558	84
4-YEAR PRIVATE:									
Antioch College	—	209	42	251	81	25	106	312	—
Baltimore Hebrew College	120	32	37	69	69	—	69	113	—6
Capitol Inst. of Technology	169	129	123	252	—	—	—	170	1
Columbia Union College	715	651	160	811	—	—	—	704	—2
De Sales Hall School of Theology	—	—	—	—	27	—	27	27	—7
Goucher College	944	878	62	940	9	2	11	908	—4
Hood College	634	752	123	875	9	223	232	876	38
Johns Hopkins University	6029	2174	2344	4518	2212	3031	5243	6178	2
Loyola College	2240	1617	899	2516	137	1364	1501	2508	12
Md. Inst. College of Art	1040	931	116	1047	79	27	106	1058	2
Mt. St. Mary's College	1213	1138	78	1216	35	—	35	1198	—1
Ner Israel Rabbinical Coll.	338	176	3	179	122	5	127	301	—11
College of Notre Dame of Md.	611	509	158	667	—	—	—	562	—8
Peabody Consv. of Music	361	295	62	357	76	50	126	408	13
St. John's College	368	365	5	370	—	—	—	367	0
St. Mary's Seminary & Univ.	528	140	35	184	221	124	345	413	—20
University of Baltimore	3409	1680	2412	4111	990	605	1595	3695	8
Washington Bible College	570	340	64	404	41	20	61	400	—28
Washington College	797	750	38	788	—	103	103	797	0
Washington Theological Coalition	252	—	—	—	255	28	283	264	5
Western Maryland College	1617	1270	42	1312	58	896	954	1641	1
TOTAL 4-YEAR PRIVATE	21955	14064	6803	20867	4421	6503	10924	22930	4
TOTAL PRIVATE	22802	15535	7086	22601	4421	6503	10924	24478	7
GRAND TOTAL PUBLIC & PRIVATE	125334	94043	66144	160187	10425	16560	26985	132036	5

TABLE 3–2
RANK ORDER OF FULL–TIME UNDERGRADUATE
RESIDENT TUITION AND REQUIRED FEES FOR
MARYLAND PUBLIC INSTITUTIONS, 1974–1975

Institution	Tuition And Required Fees
1. Morgan State College	$701.00
2. University of Maryland - College Park	698.00
3. University of Maryland - Baltimore Co.	698.00
4. University of Maryland - Baltimore City	650.00
5. Frostburg State College	646.00
6. Towson State College	595.00
7. Bowie State College	620.00
8. Salisbury State College	560.00
9. Montgomery College	550.00
10. Coppin State College	550.00
11. St. Mary's College of Maryland	460.00
12. Anne Arundel Community College	442.00
13. Prince George's Community College	430.00
14. Chesapeake College	414.00
15. Harford Community College	410.00
16. Charles County Community College	400.00
17. Catonsville Community College	350.00
18. Essex Community College	350.00
19. Garrett Community College	350.00
20. Hagerstown Community College	350.00
21. Howard Community College	350.00
22. Cecil Community College	349.00
23. University of Maryland - Eastern Shore	345.00
24. Community College of Baltimore	340.00
25. Frederick Community College	340.00
26. Dundalk Community College	334.00
27. Allegany Community College	320.00

SOURCE: MCHE Reports On File As Reported By The Institution

TABLE 3–3
APPROPRIATIONS FOR PUBLIC EDUCATION SHOWING ALLOCATION FOR HIGHER EDUCATION
OPERATING PURPOSES FOR FISCAL YEAR 1975 WITH PERCENTAGE INCREASE
OVER ORIGINAL APPROPRIATION FISCAL YEAR 1974

Item	General Fund (2)			Total (1) (2)		
	1974	1975	% Change	1974	1975	% Change
St. Mary's College	2,062,463	2,257,201	9.4	3,094,078	3,407,639	10.1
University of Maryland	96,756,531	106,645,749	10.2	151,139,517	165,033,829	9.2
College Park Campus	48,471,173	51,829,899	6.9	73,160,185	77,567,503	6.0
Baltimore City Campus	19,500,676	22,156,935	13.6	24,272,720	27,249,363	12.3
University Hospital	14,135,602	16,398,983	16.0	35,554,073	40,070,380	12.7
Baltimore County Campus	8,625,093	9,535,487	10.6	11,476,715	12,474,537	8.7
Eastern Shore Campus	3,157,544	3,299,662	4.5	3,809,381	4,222,263	10.8
Center for Environmental and Estuarine Studies	1,193,901	1,393,643	16.7	1,193,901	1,418,643	18.8
General University Expenses	1,672,542	2,031,140	21.4	1,672,542	2,031,140	21.4
Total University of Maryland Appr.	96,756,531	106,645,749	10.2	151,139,517	165,033,829	9.2
State Scholarship Board	4,103,928	4,195,893	2.2	4,228,928	4,345,893	2.8
State Colleges:						
Bowie	4,303,183	4,519,435	5.0	8,649,572	8,731,789	1.0
Coppin	3,319,588	3,772,899	13.7	6,144,403	8,266,584	34.5
Frostburg	4,971,838	5,177,237	4.1	9,295,805	9,578,717	3.0
Morgan	7,628,435	8,255,819	8.2	15,097,080	16,282,438	7.9
Salisbury	3,149,496	3,257,068	3.4	5,102,988	6,325,487	24.0
Towson	10,736,026	11,185,286	4.2	19,216,898	20,848,728	8.5
University of Baltimore		1,028,016			3,169,908	

SOURCE: Based on the Fiscal Digest of the State of Maryland for Fiscal Years: 1974–1975.

NOTE: (1) Includes General, Special, and Federal Funds.
(2) Includes Adjustments for Salary Increase Originally Appropriated to Department of Personnel.

TABLE 3–3 (cont.)
APPROPRIATIONS FOR PUBLIC EDUCATION SHOWING ALLOCATION FOR HIGHER EDUCATION
OPERATING PURPOSES FOR FISCAL YEAR 1975 WITH PERCENTAGE INCREASE
OVER ORIGINAL APPROPRIATION FISCAL YEAR 1974

	General Fund (2)			Total (1) (2)		
Item	1974	1975	% Change	1974	1975	% Change
Board of Trustees	2,159,559	2,154,649	-0.2	2,159,559	2,154,649	-0.2
Maryland Council for Higher Education	385,753	488,362	26.6	420,753	523,362	24.4
Maryland Higher Education Loan Corp.	436,503	465,371	6.6	436,503	515,371	18.1
State Board for Community Colleges	30,523,190	29,431,710	-3.6	30,523,190	29,431,710	-3.6
Total Higher Education	170,536,493	182,834,695	7.2	255,509,274	278,616,104	9.0
All Other Education	400,558,780	439,667,138	9.8	473,579,255	522,021,775	10.2
Total Public Education	571,095,273	622,501,833	9.0	729,088,529	800,637,879	9.8

SOURCE: Based on the Fiscal Digest of the State of Maryland for Fiscal Years 1974-1975.

NOTE: (1) Includes General, Special and Federal Funds.
(2) Includes Adjustments for Salary Increase Originally Appropriated to Department of Personnel.

TABLE 3–4
NUMBER OF CERTIFICATES CONFERRED IN MARYLAND
INSTITUTIONS OF HIGHER EDUCATION
BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
Allegany Community College	4	15	19
Anne Arundel Community College	6	10	16
Catonsville Community College	5	2	7
Charles County Community College	4	6	10
Chesapeake College	6	–	6
Community College of Baltimore	3	8	11
Dundalk Community College	29	2	31
Essex Community College	–	7	7
Frederick Community College	5	3	8
Hagerstown Junior College	–	5	5
Harford Community College	12	5	17
Howard Community College	2	36	38
Montgomery College - Rockville	23	32	55
Montgomery College - Takoma Park	–	20	20
Prince George's Community College	–	2	2
TOTAL COMMUNITY COLLEGE	99	153	252
University of Maryland - Balto. City	1	15	16
College Park	34	1	35
TOTAL UNIVERSITY OF MARYLAND	35	16	51
TOTAL PUBLIC	134	169	303
Baltimore Hebrew College	3	5	8
Johns Hopkins University	28	31	59
Ner Israel Rabbinical College	10	–	10
Peabody Conservatory of Music	2	–	2
University of Baltimore	26	4	30
TOTAL PRIVATE 4 YEAR COLLEGE	69	40	109
TOTAL PRIVATE	69	40	109
TOTAL PUBLIC AND PRIVATE	203	209	412

SOURCE: HEGIS IX

TABLE 3–5
NUMBER OF ASSOCIATE DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
Allegany Community College	81	107	188
Anne Arundel Community College	222	160	382
Catonsville Community College	375	350	725
Cecil Community College	26	16	42
Charles County Community College	58	44	102
Chesapeake College	42	41	83
Community College of Baltimore	442	384	826
Dundalk Community College	34	22	56
Essex Community College	375	304	679
Frederick Community College	65	63	128
Garrett Community College	17	14	31
Hagerstown Junior College	139	107	246
Harford Community College	124	149	273
Howard Community College	28	55	83
Montgomery College - Rockville	366	270	636
Montgomery College - Takoma Park	70	181	251
Prince George's Community College	347	458	805
TOTAL COMMUNITY COLLEGE	2811	2725	5536
University of Maryland - University College	732	136	868
TOTAL UNIVERSITY OF MARYLAND	732	136	868
TOTAL PUBLIC	3543	2861	6404
Columbia Union College	3	12	15
Johns Hopkins University	25	1	26
University of Baltimore	–	1	1
TOTAL PRIVATE 4 YEAR COLLEGE	28	14	42
Bay College of Maryland	36	37	73
Hagerstown Business College	2	71	73
Villa Julie College	–	98	98
TOTAL PRIVATE 2 YEAR	38	206	244
TOTAL PRIVATE	66	220	206
TOTAL PUBLIC AND PRIVATE	3609	3081	6690

SOURCE: HEGIS IX

TABLE 3–6
NUMBER OF BACHELOR'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
Bowie State College	125	142	267
Coppin State College	67	247	314
Frostburg State College	238	294	532
Morgan State College	324	401	725
Salisbury State College	136	231	367
St. Mary's College of Maryland	96	107	203
Towson State College	687	939	1626
TOTAL STATE COLLEGE	1673	2361	4034
University of Md. - Balt. City	74	513	587
University of Md. - Balt. Co.	384	326	710
University of Md. - College Park	3039	2564	5603
University of Md. - Eastern Shore	91	56	147
University of Md. - Univ. College	931	161	1092
TOTAL UNIVERSITY OF Maryland	4519	3620	8139
TOTAL PUBLIC	6192	5981	12173
Antioch College	54	27	81
Baltimore Hebrew	1	10	11
Capitol Institute of Technology	55	1	56
Columbia Union College	78	101	179
Goucher College	–	256	256
Hood College	9	149	158
Johns Hopkins University	589	102	691
Loyola College	293	111	404
Maryland Institute Coll. of Art	88	115	203
Mt. St. Mary's College	274	41	315
Ner Israel Rabbinical College	26	–	26
College of Notre Dame	–	159	159
Peabody Conservatory of Music	23	25	48
St. John's College	43	20	63
St. Mary's Seminary & University	51	–	51
University of Baltimore	638	52	690
Washington Bible College	25	15	40
Washington College	62	87	149
Western Maryland College	159	131	290
TOTAL PRIVATE 4 YEAR	2468	1402	3870
TOTAL PRIVATE	2468	1402	3870
TOTAL PUBLIC AND PRIVATE	8660	7383	16043

SOURCE: HEGIS IX

TABLE 3–7
NUMBER OF MASTER'S DEGREES CONFERRED IN MARYLAND
INSTITUTIONS OF HIGHER EDUCATION
BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
Bowie State College	75	88	163
Coppin State College	55	75	130
Frostburg State College	78	34	112
Morgan State College	132	122	254
Salisbury State College	36	27	63
Towson State College	104	176	280
TOTAL STATE COLLEGE	480	522	1002
University of Md. - Balt. City	77	239	316
University of Md. - Balt. Co.	3	1	4
University of Md. - College Park	715	680	1395
TOTAL UNIVERSITY OF MARYLAND	795	920	1715
TOTAL PUBLIC	1275	1442	2717
Baltimore Hebrew College	2	1	3
Columbia Union College	–	3	3
Hood College	10	6	16
Johns Hopkins University	575	428	1003
Loyola College	138	178	316
Maryland Institute Coll. of Art	22	16	38
Mt. St. Mary's College	8	2	10
Ner Israel Rabbinical College	4	–	4
Peabody Conservatory of Music	11	16	27
St. Mary's Seminary & University	83	4	87
University of Baltimore	2	1	3
Washington Bible College	5	–	5
Washington College	18	15	33
Washington Theological Coalition	16	–	16
Western Maryland College	39	31	70
TOTAL PRIVATE 4 YEAR COLLEGE	933	701	1634
TOTAL PRIVATE	933	701	1634
TOTAL PUBLIC AND PRIVATE	2208	2143	4351

SOURCE: HEGIS IX

TABLE 3–8
NUMBER OF FIRST PROFESSIONAL DEGREES
CONFERRED IN MARYLAND
INSTITUTIONS OF HIGHER EDUCATION
BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
University of Md. - Balt. City	410	55	465
TOTAL UNIVERSITY OF MARYLAND	410	55	465
TOTAL PUBLIC	410	55	465
Johns Hopkins University	88	15	103
Ner Israel Rabbinical College	8	–	8
University of Baltimore	312	16	328
TOTAL PRIVATE 4 YEAR	408	31	439
TOTAL PRIVATE	408	31	439
TOTAL PUBLIC AND PRIVATE	818	86	904

SOURCE: HEGIS IX

TABLE 3–9
NUMBER OF DOCTORATE DEGREES CONFERRED IN MARYLAND
INSTITUTIONS OF HIGHER EDUCATION
BETWEEN JULY 1, 1973 AND JUNE 30, 1974

Institution	Men	Women	Total
University of Md. - Balt. City	5	2	7
University of Md. - College Park	258	78	336
TOTAL UNIVERSITY OF MARYLAND	263	80	343
TOTAL PUBLIC	263	80	343
Johns Hopkins University	189	47	236
Peabody Conservatory of Music	2	1	3
TOTAL PRIVATE 4 YEAR COLLEGE	191	48	239
TOTAL PRIVATE	191	48	239
TOTAL PUBLIC AND PRIVATE	454	128	582

SOURCE: HEGIS IX

TABLE 3–10
NUMBER OF BACHELOR'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1973 AND JUNE 30, 1974 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public		Private	Total
	Four Year	University		
Agriculture & Natural Resources	–	188	–	188
Architecture & Environ. Design		27	11	38
Area Studies		78	20	98
Biological Sciences	220	418	194	832
Business & Management	418	684	778	1880
Communications	28	172	3	203
Computer & Info. Sciences	–	44	23	67
Education	1561	1310	284	3155
Engineering	–	302	177	479
Fine & Applied Arts	108	321	267	696
Foreign Languages	68	92	97	257
Health Professions	100	681	90	871
Home Economics	19	156	35	210
Law	–	10	5	15
Letters	213	401	251	865
Mathematics	162	129	91	382
Military Science	–	8	–	8
Physical Science	39	123	84	246
Psychology	212	469	195	876
Public Affairs & Services	83	105	102	290
Social Sciences	764	1223	718	2705
Theology	–	–	81	81
Interdisciplinary Studies	39	1198	364	1601
TOTAL	4034	8139	3870	16043

SOURCE: HEGIS IX

TABLE 3–11
NUMBER OF MASTER'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1973 AND JUNE 30, 1974 BY MAJOR FIELD OF STUDY, BY SEGMENT

	Public			
Major Field of Study	Four Year	University	Private	Total
Agriculture & Natural Resources	–	30	–	30
Architecture & Environ. Design	23	–	–	23
Area Studies	–	17	4	21
Biological Sciences	3	59	9	71
Business & Management	95	58	113	266
Communications	–	6	7	13
Computer & Info. Sciences	–	41	21	62
Education	797	478	540	1815
Engineering	–	123	46	169
Fine & Applied Arts	–	41	57	98
Foreign Languages	–	19	15	34
Health Professions	7	137	209	353
Home Economics	–	25	–	25
Letters	15	73	61	149
Library Science	–	169	–	169
Mathematics	8	35	14	57
Physical Sciences	–	46	47	93
Psychology	19	20	58	97
Public Affairs & Services	–	195	–	195
Social Sciences	35	143	164	342
Theology	–	–	122	122
Interdisciplinary Studies	–	–	147	147
TOTAL	1002	1715	1634	4351

SOURCE: HEGIS IX

TABLE 3–12
NUMBER OF DOCTORATE DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1973 AND JUNE 30, 1974 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public University	Private	Total
Agriculture & Natural Resources	16	–	16
Area Studies	3	3	6
Biological Sciences	18	29	47
Business & Management	3	–	3
Computer & Info. Sciences	3	–	3
Education	106	7	113
Engineering	31	15	46
Fine & Applied Arts	3	4	7
Foreign Languages	9	13	22
Health Professions	5	38	43
Letters	12	11	23
Library Science	2	–	2
Mathematics	17	20	37
Physical Sciences	60	36	96
Psychology	13	10	23
Public Affairs & Services	1	–	1
Social Sciences	41	52	93
Interdisciplinary Studies	–	1	1
Theology	–	–	–
TOTAL	343	239	582

SOURCE: HEGIS IX

TABLE 3–13
NUMBER OF FIRST PROFESSIONAL DEGREES CONFERRED
IN MARYLAND
INSTITUTIONS OF HIGHER EDUCATION
BETWEEN JULY 1, 1973 AND JUNE 30, 1974
BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public University	Private	Total
Dentistry, D.D.S. or D.M.D.	126	–	126
Medicine, M.D.	136	103	239
Law	203	328	531
Theological Professions	–	8	8
TOTAL	465	434	904

SOURCE: HEGIS IX

TABLE 3–14
TOTAL NUMBER OF STUDENTS ATTENDING MARYLAND
PROPRIETARY POST SECONDARY INSTITUTIONS
BY PROGRAM AREA
FALL 1973

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
Full Time	47	312	39	47	106	758	0	295	713	53	46	2,416
Part Time	58	50	0	84	97	613	284	0	0	102	0	1,288
TOTAL	105	362	39	131	203	1,371	284	295	713	155	46	3,704

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TABLE 3-15
RACIAL DISTRIBUTION OF STUDENTS ATTENDING MARYLAND
PROPRIETARY POSTSECONDARY
INSTITUTIONS BY PROGRAM AREA
FALL 1973

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
American Indian							1	1	1			3
Black	40	21	9	2	89	290	6	38	65	33	11	604
Oriental		7			2	4	1	2	3			19
Spanish Surnamed Americans		10			8	7	7	1	42			75
All Others	65	324	30	129	129	611	149	253	602	122	3	2,417
					(a)	(b)	(c)				(d)	
TOTAL	105	362	39	131	228	912	164	295	713	155	14	3,118

(a) This total includes 25 students defined by the Institution as Full Time Equivalents of Part Time Stude

TABLE 3–16
GEOGRAPHIC ORIGIN OF STUDENTS ATTENDING
MARYLAND PROPRIETARY POSTSECONDARY
INSTITUTIONS BY PROGRAM AREA
FALL 1973

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
Allegany		14				3						17
Anne Arundel	21	29			27	100		3	10		6	196
Baltimore	24	51	12		31	105		146				369
Calvert		2				5			1			8
Caroline						0			1			1
Carroll		2				12			2			16
Cecil		2				4						6
Charles						4			3		5	12
Dorchester		7				0				6		13
Frederick						10						10
Garrett		1				2						3
Harford	8	46				12		5				71
Howard	1		1			10	1	7	1			21
Kent						0						0
Montgomery		50		87		59	92	37	8	11	2	346
Prince George's		43				298	5	4	10	61	4	425
Queen Anne's						1						1
St. Mary's						5			15		2	22
Somerset		8							1	12		21
Talbot						9			2	1		12
Washington		55				3			2			60
Wicomico		15				1				41		57
Worcester		1								7		8
Baltimore City	51	5	26		141	483		69	30		19	824
Unknown County						86			1			87
Total Maryland Residents	105	331	39	87	199	1,222	98	271	87	139	38	2,616
Out-of-State Students		27				93	18	18	626	9	8	799
Foreign Students		2		44	4	54	1	6		7		118
Residence Unknown		2				2	167					171
TOTAL(a)	105	362	39	131	203	1,371	284	295	713	155	46	3,704

(a) Total includes full time and part time students.

TABLE 3–17
TOTAL NUMBER OF FACULTY IN MARYLAND PROPRIETARY POSTSECONDARY INSTITUTIONS BY PROGRAM AREA

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
Full Time	2	23	3	3	6	46	20	22	22	4	4	155
Part Time	2	11	4	12	5	21	12	10	0	6	1	84
TOTAL	4	34	7	15	11	67	32	32	22	10	5	239

TABLE 3–18
NUMBER OF AWARDS GRANTED BY MARYLAND PROPRIETARY POSTSECONDARY INSTITUTIONS BY PROGRAM AREA
JULY 1, 1972 – JUNE 30, 1973

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
Diploma	20	302	28	26		537				27		940
Certificate					134	72	100	312	2,840	150	165	3,773
Other		15							2,464			2,479
TOTAL	20	317	28	26	134	609	100	312	5,304	177	165	7,192

TABLE 3-19
NUMBER OF STUDENTS PLACED IN JOBS BY PROGRAM AREA
AFTER ATTENDANCE AT MARYLAND PROPRIETARY
POSTSECONDARY INSTITUTIONS
FALL 1973

	Art	Beauty	Broadcasting	Business	Data Processing	Engineering-Technical	Flying	Medical-Nursing	Navigation	Secretary	Other	Total
	19	240	24	N.A.	10?	488	4	303	2,009	171	41	3,406

CHAPTER IV – COUNCIL ACTIVITIES

1. ALLIED HEALTH MANPOWER COMMITTEE

The Committee, under the Chairmanship of Ellery Woodworth, continues to perform the two assignments given to it by the Council: The completion of the Allied Health Manpower Survey, and reviewing academic programs directed to the training of allied health personnel. The manpower survey should soon be completed. If the questionnaires are returned by the end of the year, a report should be issued prior to the closing of the 1975 legislative session. During 1974 the Committee also reviewed the following allied health programs proposed for initiation at Maryland's public institutions of higher education and forwarded their recommendations to the Council for consideration:

(1) Coppin State College -
Nursing (B.S.)
(2) Salisbury State College -
Medical Technology (B.S.)
(3) University of Maryland, Baltimore City
Pharmacy (Pharm. D.)

2. COMMITTEE TO STUDY ST. MARY'S MASTER PLAN

The Committee, chaired by Mr. Harry K. Wells, with Mrs. Gertrude H. Crist and Mr. Alvie G. Spencer as members, completed its study of St. Mary's Master Plan in February of 1974 and reported its findings to the Council. The recommendations of the Committee, which are listed below, were unanimously adopted by the Council at its March 1, 1974 meeting. The complete report of the Committee is available at the Council's offices.

Recommendations Concerning St. Mary's College
of Maryland
Master Plan

I. General Objectives

That the college's objectives of providing a liberal arts education

at a public college utilizing the Village of Learning environmental setting be endorsed by the Council and that the college be encouraged to proceed with the development of the general concepts contained in the Master Plan.

II. Enrollment Projections

That the enrollment projections for 1980 be 1200 full-time and 1444 full-time equivalent and that the college be responsible for initiating a re-examination of these projections yearly in conjunction with the Council's staff in order to determine the need for revisions in planned facilities, programs, and staff at St. Mary's.

III. Capital Projects

That the college be encouraged to proceed with the capital projects listed in the Master Plan with the exception of the library, auditorium and conference center. These three projects be delayed until the enrollment at the college grows at a rate substantially exceeding the projected 1200 full-time and 1444 full-time equivalent students projected for 1980.

IV. Cost Control

At the same time the college initiates the review of their enrollment projections they should also present data to the Council's staff concerning the relationship of the enrollment figures to the operating costs per F.T.E. student in each of the four categories previously referred to in this report. (Instruction, Library, General Administration, and Plant Maintenance and Operations). The Committee believes that the college should stop the upward trend in their per F.T.E. student operating costs. The Committee believes this can best be accomplished by controlling the increases in yearly operating costs per F.T.E. student and obtaining the expected enrollment increases to the 1200 full-time and 1444 F.T.E. projected for the college by 1980. By controlling costs and increasing enrollment the college should be able to keep its total operating expenditures per F.T.E. student in line with the operating expenditures at the six State Colleges.

V. Programs

That the proposed new programs (Human Development, Music and Natural Science) be considered through the Council's normal program review procedure. The Committee further believes the College should be encouraged to expand its offerings in Colonial American History so as to become the Maryland Institution of higher education specializing in the study of Colonial History.

3. PUBLIC AID TO PRIVATE HIGHER EDUCATION

The study of the financial condition of private institutions of higher education conducted by the Pear Committee was presented to the 1974 session of the Maryland General Assembly. A comprehensive overview of the situation and proposed legislation is presented in the 1974 Annual Report of the Council.

As a result of the recommendations of the study the Legislature passed and the Governor signed Senate Bill 668. The major impact of the legislation is the change in computation of aid from a degree granted basis to a full-time equivalent student basis, and the aid to private institutions is computed on the basis of 15% of the State funds provided per full-time equivalent student to the four year public institutions.

Full impact of the additional aid will be experienced in fiscal year 1976 when the State support to private colleges will be approximately $4.4 million as compared to the current level of $2.9 million.

4. INTER–AGENCY TASK FORCE

The Inter-Agency Task Force, under the direction of the Maryland Council for Higher Education and in cooperation with the Maryland State Department of Education developed guidelines and procedures to assist counselors in advising students to select a college on the basis of the merits of the institution rather than on the basis of the racial composition of its student body.

The creation of the Inter-Agency Task Force for improving counseling procedures as one way of completing the desegregation of the State's higher education system, is a part of the Maryland State Plan submitted by the Governor to the Office of Civil Rights, Department of Health, Education and Welfare.

The guidelines and procedures represent the first instance where the secondary schools and the postsecondary educational sector have developed a coordinated recruitment effort in order to get more students into colleges, as well as a monitoring system to evaluate these efforts.

When implemented, these guidelines and procedures will assist high school counselors and other pupil service personnel in reaching more minority group students by providing more accurate and current information on postsecondary educational opportunities in the State.

To assist counselors in reaching more minority group students, group counseling activities will be provided by each high school under the Task Force proposals. These activities will ensure that current and factual information be distributed to more minority group students within a prescribed time frame.

In furthering these efforts, in-service training programs will be provided to assist high school counselors on the techniques of working more effectively with minority youth and is expected to encourage other-race application patterns among the colleges.

5. EXECUTIVE MASTER PLANNING

At the discretion of the Legislature each State agency was asked to prepare an Executive Master Plan which would project the program, plans, activities and funding requirements for a five (short range) and 10 (long range) year period. Each agency plan, prepared for submission in November of 1974, was distributed to State Planning, Budget and Fiscal Planning, the House Appropriations Committee, the Senate Finance Committee, and the Capital Budget Committee for review and comment.

In addition to submitting a Plan for itself, the Council was asked to coordinate the submission of the Plans by the University of Maryland, the Board of Trustees of the State Colleges, the State Board for Community Colleges, and St. Mary's College. The Council, in performing this function, also indicated what they believed were the State's priorities for each segment and the major areas of disagreement between the segment plans and the Council's overview.

The Council saw its role in this process as establishing the overall goals and objectives for higher education in Maryland and providing the enrollment projections on which the planning for facilities and staffing are based. In addition to these two roles, the Council feels its

role must include the monitoring and evaluation of the plans on an annual basis. For this purpose the Council is establishing a committee which will have the responsibility for reviewing and updating the Master Plans on a yearly basis. This committee will establish the mechanisms necessary to facilitate this process for the next submission of the plan which is due in May of 1975. The Council views this planning process as most important to the future of higher education in Maryland.

6. *ALTERNATIVE WAYS FOR STUDENTS WHO HAVE PARTICIPATED IN THE TUITION WAIVER FOR TEACHER EDUCATION PROGRAM TO FULFILL THEIR TWO YEAR TEACHING OBLIGATION THROUGH PUBLIC SERVICE PROGRAMS.*

The Council recommended legislation providing alternative ways for students who utilized the tuition waiver program in the State Colleges or the teacher remission of fixed fees program at the University of Maryland to satisfy their contractual obligation to teach in the public schools.

This action was taken in view of the increasing difficulties experienced by program participants in finding positions in the public school sector. The proposal recognized the need to find an equitable solution to the problem faced by students who have made reasonable efforts to secure teaching positions and at the same time provide a consistent policy to be followed by the various public institutions of higher education.

Enactment of House Bill 173 during the 1974 session of the Maryland General Assembly reflected the Council recommendations. Basically, the alternatives include:

Teaching, training, or occupying an educational position on a full-time basis:

(1) In an approved non-public elementary or secondary school or college in Maryland.
(2) In a licensed day care center in Maryland.
(3) In an agency of the State of Maryland or in any political subdivision of the State.
(4) In an agency of the Federal government.
(5) In an approved vocational or technical school in Maryland.
(6) In any state which is party to the interstate agreement on

qualifications of educational personnel.

Additional provisions with respect to deferral of the obligation during periods of military service including a wife accompanying her husband to another state are provided on an annual basis. Similar provisions are made for pregnancy and full-time graduate study.

Followup of implementation of the recently enacted provisions has been instituted by the University and State College administrative authorities. When sufficient data have been developed to permit evaluation of the success of the alternative programs, followup reports will be furnished. At least one full year of experience is desirable prior to an initial evaluation.

7. BUDGETING FORMAT

The results of studies conducted by the Finance Committee, Chaired by Mr. Ellery B. Woodworth, relative to improved budgetary documentation for the public sector of higher education over the past three years culminated in the issuance of the document, "Budgeting Format for Higher Education Institutions", in June, 1974.

Implementation of the revised format begins with the formulation of allowances for the Fiscal 1976 Executive Budget. The resultant changes provide for an activity and element delineation with the activity representing the level to which appropriations are made. The following activities are prescribed:

Instruction
Library
Administration
Student Services
Special Instructional Activities
Plant Operation
Public Safety
Research
Public Service
Auxiliary Enterprise
Other (as appropriate)

Typical elements of an activity can be illustrated by the Plant Operation Activity which includes the following elements:

Physical Plant Administration and Professional Overhead
Building Maintenance and Operation
Custodial Services
Utilities Operations
Landscape and Grounds Maintenance
Repairs and Renovations
Others (as appropriate)

The objective of the revised format is to provide axes of measurement which will permit the best analysis of workload measures, both for planning and current administrative purposes.

Review of the implementation procedures will be carried out during the Fiscal 1976 Budgetary Cycle with the goals of preparation of inputs that will fulfill the intent of review and editing of format consistent with the objectives stated under the conclusions of items 5-5 of the Joint Budget and Audit Committee's Report to the Legislative Council for the 1974 Interim:

THE COMMITTEE FEELS THAT THE NEW BUDGET FORMAT FOR HIGHER EDUCATION INSTITUTIONS, WHICH WAS FORMULATED BY THE DEPARTMENT OF FISCAL SERVICES, THE DEPARTMENT OF BUDGET AND FISCAL PLANNING AND THE MARYLAND COUNCIL FOR HIGHER EDUCATION IN CLOSE COLLABORATION WITH THE UNIVERSITY OF MARYLAND, THE STATE COLLEGES, AND ST. MARY'S COLLEGE, CONSTITUTES A GENERALLY SATISFACTORY FRAMEWORK FOR BUDGET DOCUMENTATION IN HIGHER EDUCATION. FURTHER, THE COMMITTEE RECOGNIZES THAT SINCE THE IMPLEMENTATION OF THIS FORMAT WILL REQUIRE REVISION TO EXISTING ACCOUNTING SYSTEMS AND THAT SINCE THERE WAS A SHORT TIME PERIOD FROM THE COMPLETION OF THE NEW BUDGET FORMAT TO THE DATE THAT FISCAL YEAR 1976 BUDGET REQUESTS WERE TO BE FINALIZED, SOME PRIOR YEAR DATA IN THE NEW FORMAT WILL BE COMPOSED OF ESTIMATES AND THAT THERE MAY BE MINOR EXCEPTIONS TO THE FORMAT FOR 1976. HOWEVER, THE COMMITTEE RECOMMENDS THAT FULL IMPLEMENTATION OF THE NEW BUDGET FORMAT FOR HIGHER EDUCATION INSTITUTIONS BE COMPLETED FOR THE FISCAL YEAR 1977 BUDGET REQUESTS.

FINALLY, THE COMMITTEE RECOMMENDS THAT REP-

RESENTATIVES OF THE DEPARTMENT OF FISCAL SERVICES, THE DEPARTMENT OF BUDGET AND FISCAL PLANNING AND THE MARYLAND COUNCIL FOR HIGHER EDUCATION THOROUGHLY REVIEW AND EVALUATE THE APPLICATION OF THE NEW BUDGET FORMAT IN THE FISCAL YEAR 1976 BUDGET REQUESTS AND TO DETERMINE WHETHER OR NOT MODIFICATIONS OR REFINEMENTS ARE NECESSARY BEFORE FULL IMPLEMENTATION OF THE NEW BUDGET FORMAT FOR HIGHER EDUCATION INSTITUTIONS IS COMPLETED FOR THE FISCAL YEAR 1977 BUDGET REQUESTS.

8. FACULTY WORKLOAD STUDY

A comprehensive study of faculty workload was undertaken in the late spring of 1974 utilizing the survey forms developed and approved by working subcommittee of the Faculty Salary Committee. All postsecondary public institutions were covered by the survey and four private institutions were included on a voluntary basis.

Analysis of the resultant data has been extensive since the proper evaluation of faculty efforts markedly enhances the ability of administrators and planners to make optimum decisions in the allocation of the most important segment of the major resources required to meet educational objectives. It should be emphasized that the evaluation is one of relative measures relating to courses, departmental, divisional and institutional goals. At no time have the data been used as a format for the evaluation of an individual's performance.

The resultant workload measures are in the process of tabulation and will be made available in the near future for such use as deemed appropriate by governing boards, administrators, legislators, etc.

A supplemental survey of graduate teaching assistants is currently undergoing review for implementation in compliance with the recommendations made by the report of the House Appropriations Committee in their study of Legislative Council Item 5-8, 1974 Interim. The results of this survey should provide valuable additional material which will enhance the initial faculty study.

9. FACULTY SALARY COMMITTEE

The Faculty Salary Committee chaired by Mrs. Marilyn R. Goldwater continued its study of proposals for authorization for

faculty collective bargaining and reiterates the observations made in the previous Annual Report that:

1. In view of national trends toward encompassing all public employees within some form of permissive legislation with respect to collective bargaining, the Committee feels that provision should be made for collective bargaining in the public sector of higher education in Maryland.
2. The governance and administration situation in public higher education is sufficiently unique to indicate the desirability of separate legislation for this sector as opposed to inclusion with other public employees in an "omnibus" approach.
3. Permissive legislation should cover two major units of employees;
   a. Teaching Faculty
   b. Academic Support Personnel
4. The specific needs of each of the three segments of public higher education with respect to issues such as governance and funding must be taken into consideration in any proposed procedures.
5. Proposed legislation should contain a "no strike" provision without penalties.

The amended version of House Bill 47, which passed the House during the 1974 Legislative Session, contained many of the desired provisions outlined for collective bargaining in public higher education. However, the Committee expressed some reservations to the specific legislation particularly the provisions in Section 115(A) of the referenced legislation which does permit strikes if certain conditions are met.

Among the major activities of the Committee for the coming year will be an analysis and recommendations on the salaries of both minority and women faculty members.

10. PROGRAMS APPROVED DURING 1974

During 1974 the Council reviewed and made recommendations concerning a number of new degree programs proposed for initiation at the public colleges and universities in Maryland. The following list includes all of those programs approved for initiation and does not

include the lengthy analysis and review of each program received. There were many programs which after initial review and analysis were revised and resubmitted and others that were withdrawn.

Community Colleges

Institution and Program(s)	Degree(s)
Electro-Mechanical Technology	(A.A.)
Recreational Leadership	(A.A.)
Anne Arundel Community College	
Civil Engineering Technology	(A.A.)
Community College of Baltimore	
Automotive Technology	(A.A.)
Legal Assistant	(A.A.)
Marine Biology	(A.A.)
Maritime and Marine Technology-International Trades	(A.A.)
Speech Technician	(Cert.)
Catonsville Community College	
Air Conditioning, Refrigeration and Heating Technology	(A.A.)
Automotive Technology	(A.A.)
Occupational Safety Technology	(A.A.)
Printing Management Technology	(A.A.)
Cecil Community College	
Construction Trades Technology	(A.A.)
Charles County Community College	
Fire Science Technology	(A.A.)
Surveying	(Cert.)
Chesapeake College	
Agriculture	(Cert.)
Marine Technology	(A.A.)
Dundalk Community College	
Legal Assistant	(A.A.)

Para-Professional Counseling ..... (A.A.)
Power Engineering Technology ..... (A.A.)
Real Estate ..... (A.A.)

Essex Community College
Health Planning Assistant ..... (A.A.)
Public Administration Assistant ..... (A.A.)
Statistical Associate/Assistant/Clerk ..... (A.A.)

Howard Community College
Housing Management ..... (Cert.)

Montgomery Community College
Computer Technician ..... (A.A.)

State Colleges

Coppin State College
Nursing ..... (B.S.)

Frostburg State College
Business Administration ..... (B.S. / B.A.)

Morgan State College
Popular Culture ..... (M.A.)

Salisbury State College
Medical Technology ..... (B.S.)

St. Mary's College
Human Development ..... (B.A.)
Music ..... (B.A.)
Natural Science ..... (B.A.)

Towson State College
General Studies ..... (M.A.)

University of Baltimore
Criminal Justice ..... (M.A.)
Urban Recreation ..... (M.S.)

University

University of Maryland - College Park

Afro-American Studies	(B.A.)
Computer Science	(B.S.)
Engineering Technology	(B.S.)
Kinesiological Sciences	(B.S.)

University of Maryland - Baltimore County

Community-Clinical Psychology	(M.A.)
Policy Sciences	(M.P.S.)

University of Maryland - Baltimore City

Pharmacy	(Pharm. D.)

11. STATEWIDE HIGHER EDUCATION PLANNING MODEL

Maryland has been selected as one of four states to cooperate with the National Center for Higher Education Management Systems (NCHEMS) in the next 14 months to develop a model for long-range planning of postsecondary educational resource use, adaptable to the needs of individual states. Although the planning model will share the same objectives as the analytical model for Federal decision making proposed by the National Commission on the Financing of Postsecondary Education – to evaluate the impact of alternative financing plans on education – the new effort is more advanced than the work of the National Commission. There will be a great deal of difference between the two tools; the analytical model for the states will predict the behavioral side of institutions as well as students.

The new model will not only incorporate the student and institutional responses to alternative financing patterns, but will also be specifically designed for policy planning at the State level. The current development effort aims to create a model on the basis of the four states' varied experiences which will ultimately be used as a starting point for separate plans in each state, tailored specifically to the needs of different higher education systems. The aim is not to develop a single planning model for the four states, but rather four versions of the model, stressing the differences and complexities of each state.

Maryland has set up a design committee made up of

representatives, from postsecondary education segments and various State agencies. This committee will decide, with the technical assistance of MCHEMS staff, how to group the institutions and the data involved in developing the model.

The three other states involved are Massachusetts, Colorado and Michigan. The states were picked out of a slightly larger number of states which showed a special interest in the concept of an analytical model and other work by NCHEMS. The second criterion was their ability to provide technical staff for the operation; the third was their difference from each other. Since the models developed are to serve as a basis for development of models for other states, the inputs should be as diverse as possible.

The project is expected to yield three major products: 1) a set of procedures to develop an analytical framework, designed to help other states; 2) a description of the minimal data sets used in each state; and 3) a set of computerized software and a document center.

One of the constraints imposed will be to develop the model without further data gathering efforts. One of the project's features will be to look at the same information in as many different ways as are helpful to draw useful conclusions from a limited set of data.

All of the products should be tested and evaluated by the middle of next summer with the products available to other states by November 1975.

The Maryland Council feels that the project represents primarily a research effort. The possibility of being able to evaluate the various impacts of funding on different institutions and on the accessibility of postsecondary education is a very desirable capability.

12. FACILITIES ACTIVITIES

Legal Education Needs

The House Appropriations Committee of the General Assembly requested the Maryland Council to make a study of law school needs in Maryland to "address solutions to the problems (1) whether additional or expanded law school facilities are needed at the present location and (2) where additional law school facilities could be established at other locations in Maryland." With the aid of a private consultant who was formerly a law professor and executive director of the Association of American Law Schools, the Maryland Council for Higher Education staff prepared a study of legal education in

Maryland. A draft of this study is now under consideration by the Council for forwarding along with recommendations to the General Assembly Committee.

Facilities Building Program Review

The Council staff has continued its activities in the area of review of proposed building programs for higher education facilities. Some of these programs have been prepared by the institutions and several by private consultants. These reviews indicate that considerable improvement could be made in these programs. The various deficiences include use of improper space planning norms, lack of specificity in regard to lighting, air conditioning, air quality, electrical and other services, vague references to weight and size of equipment to be housed, omission of specifications or consideration of safety requirements, inadequate descriptions of functions or activities to be performed in spaces, lack of consideration for future flexibility and expandability of spaces and buildings, and inadequate specifications in regard to matters affecting operating and maintenance costs. Past and recent experience in construction and the costs thereof have revealed that the solutions of these matters cannot be left wholly to the architectural-engineering team, especially when complex and sophisticated laboratories and similar facilities are involved. The Maryland Council for Higher Education intends to pursue this problem insofar as educational specifications affect these elements of facilities construction to provide better guidelines to the various institutions.

13. PROGRESS REPORT ON THE DESEGREGATION OF POST-SECONDARY INSTITUTIONS IN THE STATE OF MARYLAND.

On February 5, 1974, the Governor of the State of Maryland submitted to the Office of Civil Rights of the Department of Health, Education and Welfare a plan to complete the desegregation of the State's public postsecondary institutions, and on May 30, 1974, submitted an Addendum to the Plan as was requested by the Office for Civil Rights. Formal acceptance of the Plan was acknowledged in telegram dated June 21, 1974, from Mr. Peter Holmes, Director, Office for Civil Rights to Governor Marvin Mandel. Over 2,000 copies of the State's Desegregation Plan have been distributed to the in-

stitutions and their boards, libraries, legislators, appropriate State offices, etc. The State Desegregation Plan represents in detail each institution's commitment to desegregation as well as the State's commitment and policy and supportive data. This progress report represents implementation of the Desegregation Plan through December 31st, 1974.

Additional staff required to carry out the implementation of the Desegregation Plan have been employed. These include the Chief, two staff specialists and a secretary. Essentially, all of the State's commitments to desegregation are in the process of implementation. Both the Inter-Agency Task Force on The Articulation of College Guidance for Minority and "Other Race" Students in Secondary and Postsecondary Education and the Task Force To Propose Ways of Enhancing the Role and Image of Predominantly Black Public Colleges in Maryland reported recommendations which have received Council support. The Council has approved requests for $75,000 to carry out the recommendations of the Inter-Agency Task Force report, $80,000 for a minority administrative internship program, $80,000 for a faculty internship program, and $20,000 for the development of work-cooperative program. In addition, the Council has approved a request for $100,000 for "other-race" grants to be used by the State Board for Community Colleges. The Council has authorized the Chief, Equal Postsecondary Education, to administer the desegregation monies with the exception of "other-race" grants which are more appropriately administered by the State Board for Community Colleges. Allowance for the above mentioned funds will have to be provided by the Department of Budget and Fiscal Planning.

Many of the above recommendations were also made in the Task Force To Propose Ways of Enhancing the Role and Image of Predominantly Black Public Colleges in Maryland. The Task Force chaired by Mrs. Thelma Cox, proposed 20 recommendations covering: increased State fiscal support of black institutions; greater inter-institutional cooperation among institutions; university status for Morgan State College; and increased support services (academic and financial) to students; etc. The complete report of the Task Force is available from the Council.

The Council has recommended a more flexible budget procedure for institutions, which will allow monies to be expended less restrictively within the operational categories. While the net effect benefits both black and white institutions, the call for more flexible budget procedure had been cited in the Task Force report To Propose Ways of Enhancing the Role and Image of Predominantly

Black Public Colleges in Maryland. A more complex question, the degree of State general fund support of Black institutions, requires study. The Chief, Equal Postsecondary Education, and staff is examining the allocation of human and fiscal support by the institutions for desegregation efforts.

Need for reform of the State's student financial assistance has been reaffirmed by the Council. The reform would have the effect of distributing financial assistance to students solely on the basis of need.

Program review procedures are being established by the staff whereby the impact on desegregation of a proposed new program or course can be determined. The Council is considering the approval of a program review manual. The Council has recommended statewide programs for the community colleges, the impact of which would be to minimize costly duplication of specialized programs and provide state assistance to students who pursue studies in Statewide programs which are not located in the students' county. It is felt that Statewide programs would enhance the desegregation effort.

Monitoring of Maryland's public postsecondary institutions includes collection and analysis of racial and other data on student enrollment, faculty, administration and staff employment, facilities, programming, allocation of human and fiscal resources, and campus Affirmative Action plans. The annual report to the Office for Civil Rights, HEW, on desegregation activities, February 1975, will report on aspects of the above.

Some details of the Desegregation Plan are not clearly operational and require some interpretation to the public, to State officials and to the Office for Civil Rights. To date, the Chief, Equal Postsecondary Education, and staff have developed operational details with the Office for Civil Rights and some of the educational institutions, and continues to meet with the public and segments of the State to explain the Desegregation Plan. General support currently exists for the States' plan to complete desegregation of its postsecondary education institutions.

14. PROGRAM REVIEW COMMITTEE

The Program Review Committee, appointed by the Chairman at the August, 1974 meeting of the Council, consists of Mr. Don R. Kendall, (Chairman), Mrs. Thelma Cox, and Mr. Philip Pear.

The review of program proposals from three aspects, academic, fiscal and facilities, and their presentation to the Council for its

action constitute the Committee's major functions, undertaken on the basis of staff analysis and support. The process of review envisioned by the establishment of this Committee provided for advance consideration, by Council members, of proposed programs which will be presented to the Council not solely as recommendations of the staff but as recommendations of a Committee of the Council and the product of staff analysis. Programs proposed for implementation in Fall 1975 and subsequent to that date will be processed through the Program Review Committee.

Under preparation by the staff is a *Manual of Procedure and Format For the Submission of New Academic Program Proposals.* Included in the manual, presently in the draft stage, are specific criteria for new programs (description and specifications, goals and objectives, justification in terms of need and demand, evaluation, articulation, impact on desegregation, requirements for implementation, costs, and physical facilities). The manual as it is being drafted is intended to assist institutions in preparing program proposals as well as reviewing agencies in the process of objective evaluation. The Manual incorporates not only the work of similar agencies outside of Maryland, but also the experience of the Maryland State Board for Community Colleges in its *Program Evaluation Manual.*

15. ARTICULATION COMMITTEE ACTIVITIES

Pursuant to the adoption of the Council's standards for the transfer of credits to be followed by public institutions of higher education, the Committee on Articulation Chairman, and Edmund Mester and Gertrude Christ as members, made preparations to assume the responsibilities specified by the policies governing the acceptance and transfer of student credits between institutions. The first step undertaken was that of the enlargement of the Committee itself. The three additional members chosen represent each of the three segments of the tripartite structure of higher education in the State. The new members brought to the Committee a comprehensive range of knowledge and insight gained in dealing with student problems from the secondary school through the University and post-graduate levels.

Inter-Institutional Exchange of Data

The Council's Subcommittee on Data was formed for the purpose of establishing the procedures to be followed for the

implementation of the transfer policies relative to the exchange of data between and among institutions. This specific item reads as follows:

> "(b) Procedures for reporting the progress of students who transfer within the State shall be regularized as one means of improving the counseling of prospective transfer students. In addition, each public institution of higher education shall establish a position of student transfer coordinator to assist in accomplishing the policies and procedures outlined in this plan."

In addition, section 9 of the Council's Student Transfer Policies reads as follows:

> "No. 9 Institutions shall notify each other as soon as possible of impending curriculum changes which may affect transferring students. When a change made by one institution necessitates some type of change at another institution, sufficient lead-time shall be provided to effect the change with minimum disruption. The exchange of data concerning such academic matters as grading systems, students profiles, rating profiles, etc., is required."

The report from the Council's Subcommittee on Data was adopted by the Council and became the Council's official policies with respect to the Inter-Institutional Exchange of Data. The report in question is reproduced below.

REPORT TO THE COUNCIL'S COMMITTEE ON ARTICULATION FROM

MARYLAND COUNCIL FOR HIGHER EDUCATION STAFF, SUBSEQUENT TO THE MEETINGS OF THE SUB-COMMITTEE ON DATA

I. General Procedures For The Implementation of MCHE's Student Transfer Policies, (Paragraph 1B and Paragraph 9).

A. Procedures for Implementation of Policy IB.

1. Data will be exchanged among all public institutions through the segmental representative beginning with the 1974 Fall Term.

2. Data will be exchanged for each regular semester (or quarter) no later than ninety days after the close of that term.
3. The Council will notify the participating institutions that the data collected will be used for research purposes and required reports and that specific data on individuals will be kept confidential consistent with the current Council policies. However, the Council will notify academic faculties of any important trends in the data which the Council feels to be of significance to faculty groups at large within the State's public institutions of higher education.
4. Only the last sending institution will receive a report if the student has transferred more than once.
5. Data will be transmitted between and among institutions in the form of printouts, cards, or tapes.

B. Procedures for the Implementation of MCHE's Student Transfer Policy, Paragraph 9.

1. Once a year, through the segmental representative, information will be exchanged on the following:

   a. Current institutional grading systems.
   b. Exchange data on student profiles, (SAT, ACT, HS Rank, etc.) as reported for the previous year–total, freshman, and junior profiles.
   c. Aggregate data on institutional grading profiles, (total, by year and by disciplines), as reported for the previous year by August 15th of the following year.

2. The Maryland Council for Higher Education will notify the higher education community of information relative to curricula changes – e.g., programs-new, discontinued, reorganized.

II. Additional Consideration and/or Comments

A. The data exchange system will be evaluated after a period of two years. Such evaluation will provide information relative

to any changes in the procedures of reporting data or the content of the data itself which would appear to be more effective.

B. The individual designated on each campus by the president, chancellor, or the governing/coordinating board will be the party to work with the segmental representative, unless there is a central computer system which removes the necessity for there being designated an individual campus representative.

C. If an individual institution requires additional detailed information to follow-up an academic problem observed in the regular transfer of data, it will be able to request it.

D. The data to which reference is made in the whole of this statement is data with respect to the total *undergraduate* student bodies.

**III. Data Elements to be Transmitted Between Institutions*

A. Social Security Number.
B. Total hours accepted by the receiving institution from all institutions previously attended.
C. Total hours attempted at the receiving institution.
D. Total hours earned at the receiving institution.
E. Overall g.p.a. at the receiving institution.
F. Declared major-curriculum-program at the receiving institution.
G. Current term hours attempted.*

* - "Current term" refers to semester upon which report is based.

** - These procedures are effective Fall, 1974. However, the Council recognizes that several institutions may not be capable at this time of producing such a complete report. The Council urges each college to develop its data system to conform to these requirements as soon as practicable.

H. Current term hours earned.
I. Academic status as defined by the receiving institution (probation, dismissed, in good standing).
J. Race (required by the State's Desegregation Plan).
K. Degree received, if any, at receiving institution during current term.*

IV. Recommendation to the Council's Committee on Articulation

A. The Council's Subcommittee on Data recommends to the Council's Committee on Articulation that –

1. It endorse the procedures included in this report for the transmission of data as specified in the MCHE Student Transfer Policies, paragraph 1B and paragraph 9;
2. The Council Committee on Articulation concur in the selection of data elements to be transmitted; and
3. That the Council Committee recommend to the Council that the exchange of data as defined in this document and in company with the specified procedures become effective as of September, 1974 and that the requested activity be communicated immediately upon Council adoption to the governing/coordinating boards and their respective institutions.

16. ACADEMIC COMMON MARKET

The State of Maryland is a participant in the Academic Common Market organized by the Southern Regional Education Board. The essence of the Academic Common Market was well put by Dr. Winfred L. Godwin, President, SREB, when he stated . . . "the Academic Common Market adds a new dimension to regional cooperation in southern higher education. In its various aspects, the Market embodies the spirit of cooperation as envisioned by the original architects of the Southern Regional Education Board. It will operate as a mechanism through which States and institutions voluntarily participate in a joint allocation of functions to avoid unnecessary duplication of programs and to assure availability and access to as many programs as are necessary in meeting the educational needs of the regions constituencies."

The Council was designated by the Governor as the agency to coordinate Maryland's participation in the Academic Common Market. The designation of programs to be offered by Maryland as well as programs requested to be made available to Maryland residents was accomplished through the cooperative efforts of the Council's staff and appropriate segment representatives and campus officials throughout the State. As a consequence of that action, any Maryland student, upon being accepted for admission by the

out-of-state graduate school of his choice, can attend that institution and pursue the program with the understanding that he will only have to pay the tuition and fees required from students native to the State in question. A member of the staff of the Council has been designated as the official State coordinator of the program, and in the performance of his functions he works closely with individuals designated by the segments to serve as coordinators at the campus level.

The limited participation of students in the program throughout the southern region in the first year was to some degree anticipated. It was not, however, anticipated that no students from Maryland would participate in the inaugural year. As a consequence, it was felt that making available a broader and more representative range of programs in other states not available in Maryland would contribute to participation by Maryland students. Effective as of September, 1975, the programs listed below are to be made available to residents of Maryland. As of this writing the initial student from the State has been cleared for participation in the program.

The out-of-state programs to be made available to Maryland residents effective as of September, 1975 are as follows:

NUMBER	HEGIS NO.	PROGRAM TITLE	INSTITUTION & STATE
22	0916	Ceramic Engineering	Clemson University, South Carolina
27	0999	Coal Processing Research	Auburn University, Alabama
45	1999	Fiber & Polymer Science	North Carolina State University, Raleigh, North Carolina
48	0114	Forestry	Clemson University, Clemson, S.C.
55	0508	Hotel and Food Service Management	Florida International University Miami, Fla.
57	0299	Industrial Design	Auburn University, Auburn, Ala.
60	0808	Latin American Studies	University of Florida, Gainesville, Fla.
62	4999	Marine Law and Science	University of Mississippi University, Miss.
69	0918	Mineral Engineering	University of Alabama University Alabama
88	0999	Occupational Safety and Health	Auburn Univenity, Auburn, Ala.
89	0924	Ocean Engineering	Florida Atlantic University, Boca Raton, Fla.
94	0907	Petroleum Engineering	Mississippi State University, Mississippi State, Miss.
98	1212	Physical Therapy	Medical College of Virginia Virginia Commonwealth University Richmond, Va.
106	4905	Systems Science	University of Louisville, Louisville, Ky.
117	0199	Wood & Paper Science	North Carolina State University Raleigh, N.C.
118	0199	Wood Science and Technology	Mississippi State University, Mississippi State, Miss.

17. VETERINARY MEDICAL EDUCATION STUDY

A number of inquiries with respect to the magnitude of the need for additional opportunities in Veterinary Medicine for Maryland residents led to a request by the Governor that the Maryland Council for Higher Education conduct a study of the question and submit to him a report with recommendations in January, 1975. The Council designated a Committee to undertake the study, and make specific requests that contacts be established with appropriate in-state and out-of-state officials and representatives of the area of Veterinary Medical Education. The Committee members are Joseph A. Sellinger, S.J., Chairman, and Mr. Jack Tolbert.

The Council Committee to conduct the study began its work in September, 1974, and prominent among the initial activities of the Committee was a series of meetings held with representatives from the University of Maryland, the Maryland Veterinary Medical Association, the Southern Regional Education Board, and the establishment of a direct contact with professionals licensed to practice Veterinary Medicine in the State of Maryland. In addition, contacts were established with other states, regional, and national agencies having an interest in Veterinary Medicine for the purpose of conducting a review of any published documents deemed critical in the fulfillment of the Council's assignment. It is anticiapted that the report will be prepared and referred to the Governor according to the Committee's timetable.

18. INTER–INSTITUTIONAL COOPERATION: MEDICAL TECHNOLOGY

At the beginning and during the Spring of 1974, a proposed program in Medical Technology by Salisbury State College placed a sharp focus on the issue of inter-institutional cooperation between Salisbury State College and the University of Maryland, Eastern Shore. The Council has long taken the position that maximum and joint use should be made of the resources of neighboring institutions, and the proposal of a program in Medical Technology provided the opportunity for representatives of the two institutions and the Council's staff to work out some understanding in an effort to achieve some inter-institutional agreements. This was not the first such effort conducted by Council staff inasmuch as prior and similar steps had been taken to establish patterns of inter-institutional

cooperation between institutions particularly in the greater Baltimore area.

Following the initial meeting with representatives of the two institutions, accompanied by others who represented their corresponding segmental boards, the Council staff succeeded in securing endorsement of the following principle ideas with respect to the proposed program in Medical Technology at Salisbury State College:

(1) The institutions agreed that a committee representing the two institutions and the participating hospital would be formed for the purpose of general supervision of the totality of the proposed program in Medical Technology. "Matters of counseling and advisement, student selection-admission-placement, evaluation of program as proposed with a focus upon suggestions for its improvement are representative of the range of matters which fall within the purview of this Committee."

(2) The initial course of the program was to be offered on the premises of the participating hospitals as opposed to its being made available on the campus of either of the two institutions.

(3) It was clearly indicated that one or more required courses for the completion of the program in Medical Technology would be made available only on the campus of the University of Maryland, Eastern Shore. This arrangement, it was clearly understood, would replicate a practice already employed by the institutions with respect to elementary education wherein it is required that students from the University of Maryland, Eastern Shore, must take some courses on the campus at Salisbury State College in order to complete the program.

(4) It was generally agreed that the two institutions would do their very best to schedule classes in such a manner as to enable students from either campus who desired to major in the program to get all of the required courses without having to change the official campus of their matriculation in order to achieve the objective of completing a major in the program. Some attention was devoted to the feasibility of providing transportation between the two campuses if such proved to be essential for the purpose of implementing the desired pattern of inter-institutional cooperation.

(5) It was generally agreed that the joint committee should play a role in the selection of the most qualified students from either campus to participate as majors in the Medical Technology program. The course of the subsequent deliberations of the inter-institutional committee, however, led to the understanding that personnel at each campus should play the most critical part in selecting its own students in order to assure a climate of fairness and equity on behalf of all students.

While the items listed above represent in a meaningful way the accomplishments of the inter-institutional attempts to cooperate on the program, it is not intended that anyone assume that all matters relative to the execution of the program have been satisfactorily resolved. To that end, the Council's staff has the responsibility to monitor the continuing inter-institutional efforts on the program, and it can be reported that considerable progress has in fact been made in the implementation of cooperative agreements with respect to the proposed program in Medical Technology.

19. COMMITTEE TO STUDY THE FUTURE UTILIZATION OF CHARLOTTE HALL SCHOOL

Senate Joint Resolution 26 of the 1974 Maryland General Assembly requested that the Maryland Council for Higher Education "conduct a feasibility study to determine the future use of the Charlotte Hall School facility for educational programs in the area."

The Council formed the Committee to Study the Future Utilization of Charlotte Hall School chaired by Don R. Kendall with the following members:

Mr. George R. Aud
St. Mary's County Commissioner

Honorable Paul Bailey
Senator, State of Maryland

Delegate John Hanson Briscoe
Delegate, State of Maryland

Dr. Jay N. Carsey, President

Charles County Community College

Mr. C. Bernard Fowler, President
County Commissioners of Calvert County

Honorable Edward P. Hall
Senator, State of Maryland

Dr. J. Renwick Jackson, Jr., President
St. Mary's College of Maryland

Dr. Robert E. King, Jr.
Superintendent of Schools
Board of Education of St. Mary's County

Mr. Alan E. Povey
Department of State Planning

Mr. Clifton J. Pedone
Department of Budget and Fiscal Planning

Mr. Fred H. Spigler, Jr.
Administrative Officer for Education
State of Maryland

Mr. James C. Simpson, President
County Commissioners of Charles County

Mr. F. George Heinze, III
Citizen

Dr. Sheldon H. Knorr
Assistant Executive Director
Maryland Council for Higher Education

REPORT OF THE COMMITTEE TO STUDY THE FUTURE UTILIZATION OF CHARLOTTE HALL SCHOOL

The Committee met on a regular basis between July and November, 1974 and submitted the following report and recommen-

dations.

History and Service

Charlotte Hall School is the oldest private school in the United States in continuous operation (January 1, 1796). The school had actually been founded in 1774 by the free school act of Maryland under a Board of Trustees representing Charles, Prince George's and St. Mary's counties but did not open immediately due to the Revolutionary War.

"Ye Coole Springs" located on the property were set apart in 1698 by Act of the Assembly as a health resort. It was the site of the first hospital and sanatorium on this continent.

The graduates of Charlotte Hall School reflect its place in the history of Maryland and of the Nation; Roger Taney, Chief Justice of the U.S. Supreme Court; George Watterson, the first Librarian of Congress; Edward Bates, President Lincoln's Attorney General; over 40 members of the U.S. Congress; a substantial number of Maryland Delegates and Senators; and a large number of distinguished military personnel.

On the occasion of the Bicentennial of Charlotte Hall School, Governor Marvin Mandel stated:

> "Charlotte Hall has profound significance for all Marylanders, for its roots trace back to the origins of our State and our Nation.
>
> In the same County where Maryland's first settlement was founded and where religious toleration was established as the cornerstone of our society, Charlotte Hall School endures today as a source of strength and stability.
>
> Since its founding two centuries ago, Charlotte Hall has provided excellent opportunities for the educational and cultural advancement of countless young people. Indeed, all Marylanders can be proud of the achievements of your school during the past 200 years and of its development as an outstanding center of learning.
>
> To each of you, I extend best wishes and my hope that Charlotte Hall will continue to grow and to prosper in the

coming years as a special reminder of the unique heritage which all Marylanders share."

Problems

The Committee identified the following problems which if uncorrected will threaten the future existence of the School.

1. Enrollment declines in the years following the elimination of State Scholarships for Charlotte Hall School (1968) have resulted in insufficient tuition income to allow for effective operation of the School. The School has a capacity of about 250 students, and approximately that number of students were enrolled in the mid 1960's; however, the enrollment declined to about 80 students in 1972. Through opening the School to females, and provision of bus service, and other actions, the enrollment has increased to the present 118 students.

2. The School ended the 1973-74 year with approximately $100,000 loss. As a result, the Board of Trustees increased the mortgage on the School from $500,000 to $850,000 to cover the loss, to provide for most needed maintenance and to allow for continued operation. Annual fees are $3,300 for boarders and $1,300 for day students. The break even point for effective operation is about 200 students.

3. The School facilities with two exceptions (New Dormitory and New Academic Center) require extensive renovation inside and out. The physical appearance of the School is such that it would act as a deterrent to attracting sufficient numbers of students to provide the revenue necessary for self supporting operation.

Actions Required

The Committee stated that it believed that the only long range solution to the problems of Charlotte Hall School lies in the School's ability to attract sufficient numbers of students to provide the tuition income necessary to assure effective operations. However, the Committee believes that there are a number of actions that are

requisite to leading to attracting the necessary students, and placing the School on a firm financial operating basis.

- First, the renovation of buildings - substantial in many cases - must be accomplished expeditiously.
- Second, new sources of income must be identified and utilized.
- Third, community ties must be strengthened in order to provide a base of support for the School.
- Fourth, possible uses compatible with educational purposes should be identified for a portion of the more than 300 acres of land owned by the College.

Recommendations

The Committee submitted the following recommendations:

1. CHARLOTTE HALL SCHOOL SHOULD REMAIN IN THE FUTURE AS IT HAS BEEN IN THE PAST – A PRIVATE ELEMENTARY/SECONDARY SCHOOL. THE COMMITTEE EXAMINED THE AVAILABLE POSTSECONDARY EDUCATION NOW EXISTING IN THE AREA AND CONCLUDES THAT ADDITIONAL PUBLIC POSTSECONDARY EDUCATIONAL RESOURCES ARE NOT NEEDED NOW OR IN THE FORSEEABLE FUTURE. BOTH CHARLES COUNTY COMMUNITY COLLEGE, AND ST. MARY'S COLLEGE OF MARYLAND ARE PREPARED TO SERVICE THE AREA ADEQUATELY. SHOULD FUTURE CONSIDERATION BE GIVEN TO ST. MARY'S COUNTY HAVING A COMMUNITY COLLEGE, THE LOCATION OF CHARLOTTE HALL SCHOOL IS NOT AT ALL DESIRABLE BECAUSE IT IS IN THE EXTREME NORTH END OF THE COUNTY–REMOVED FROM THE MAJORITY OF THE POPULATION.

2. THE SCHOOL THROUGH ITS ALUMNI AND FRIENDS SHOULD LAUNCH A MAJOR FUND DRIVE WITH THE GOAL OF ONE MILLION DOLLARS TO PAY OFF THE MORTGAGE. STEPS HAVE ALREADY BEEN TAKEN

TO INITIATE A FUND DRIVE.

3. THE SCHOOL SHOULD OFFER PROPERTY TO STATE AND COUNTY AGENCIES (ON A LEASE OR PURCHASE BASIS) FOR PURPOSES COMPATIBLE WITH THOSE OF THE SCHOOL. SEVERAL POSSIBILITIES HAVE BEEN IDENTIFIED BY THE COMMITTEE:

   A. COMMUNITY RECREATION FACILITIES IN CONJUNCTION WITH THE TRI-COUNTY RECREATION AND PARKS COMMISSION.

   B. REGIONAL LIBRARY SERVICE CENTER.

   C. OPEN SPACE LAND USE UNDER THE DIVISION OF OPEN SPACE, MARYLAND DEPARTMENT OF NATURAL RESOURCES.

   D. GENERAL COMMUNITY USE.

4. THE STATE OF MARYLAND SHOULD CONSIDER WAYS IN WHICH IT CAN ASSIST CHARLOTTE HALL SCHOOL BY PROVIDING FUNDS FOR RENOVATION OF FACILITIES. THE COMMITTEE BELIEVES THAT ASSISTANCE OF THIS TYPE FOR CHARLOTTE HALL IS ESSENTIAL TO PRESERVING THE INSTITUTION AS IT NOW EXISTS.

5. THE BOARD OF THE SCHOOL SHOULD LEGALLY ESTABLISH A PROCEDURE WHEREBY THE SCHOOL PROPERTY WILL BE GIVEN TO THE STATE OF MARYLAND IF THEY DISSOLVE THE SCHOOL AT SOME POINT IN THE FUTURE. ALTHOUGH THE PROPERTY DOES NOT HAVE FUTURE USE AS A POSTSECONDARY EDUCATIONAL INSTITUTION, AMONG THE ALTERNATIVE FUTURE USES FOR THE PROPERTY IN ADDITION TO THOSE GIVEN IN 3 ABOVE, AS IDENTIFIED BY THE ST. MARY'S COUNTY PUBLIC SCHOOLS ARE:

   A. ELEMENTARY SCHOOL SITE NEEDED TO SERVE

THE POPULATION GROWTH EXPECTED IN UPPER ST. MARY'S COUNTY IN THE NEXT FIVE TO SEVEN YEARS.

B. SITE FOR A SPECIAL EDUCATION CENTER SERVING THE UPPER ST. MARY'S COUNTY.

C. SITE FOR AN OUTDOOR EDUCATION CENTER SERVING THE PUBLIC SCHOOLS IN THE TRI-COUNTY AREA.

Conclusion

The Committee noted that it is very favorably impressed with the activity of the Board of Trustees of Charlotte Hall School in attempting to save the institution as it has existed for 200 years. The Board has hired a new Head Master who has the determination to return Charlotte Hall to a position of eminence which is reflective of its history. Under the leadership of the Board, steps have already been undertaken to enhance the academic quality of the School; to begin a major fund raising effort; to receive additional accreditation from the Association of Independent Maryland Schools, the Middle States Association of Colleges and Secondary Schools, and the National Association of Independent Schools; to seek funds from foundations with a history of private school giving; to establish liaison with community agencies and groups; and to widely advertise the School to the citizens of the State.

The Committee stated that it believed that if a way can be worked out for the State to assist Charlotte Hall School in the renovation of facilities, that the new thrust of the Board of Trustees and the Head Master will place the School on a new self supporting effective operating basis within the next five years.

These recommendations were adopted by the Maryland Council for Higher Education on December 6, 1974.

20. TASK FORCE TO PROPOSE WAYS OF ENHANCING THE ROLE AND IMAGE OF PREDOMINANTLY BLACK PUBLIC COLLEGES IN THE STATE.

The Task Force To Propose Ways of Enhancing The Role And Image of Predominantly Black Public Colleges In The State was

established in accordance with "THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POST-SECONDARY EDUCATION INSTITUTIONS IN THE STATE, FEBRUARY 1974". Membership of the Task Force was selected by the Council. By letter of March 22, 1974, Mr. William P. Chaffinch, sent invitations to the Task Force members to serve and advised that he had appointed Mrs. Thelma B. Cox, a member of the Council, as chairperson.

The following were members of this voluntary, bi-racial Task Force:

Mrs. Thelma B. Cox, Superintendent, Region 2, Baltimore City Public Schools, Council Member.

Dr. Harry Bard, President, Community College of Baltimore

Mr. Robert B. Cochrane, Assistant General Manager, WMAR–TV

Dr. Thomas B. Day, Vice Chancellor for Academic Planning and Policy, University of Maryland College Park

Reverend Vernon N. Dobson, Chairman of the Interdenominational Ministerial Alliance

Sister Kathleen Feeley, President, College of Notre Dame of Maryland

Mrs. Carol E. Haysbert, Civic Leader

Mr. Howard P. Rawlings, Chairman, Maryland Black Coalition for Higher Education

Mrs. Sayde J. Sklar, Civic Leader

The first meeting of the Task Force was held at Morgan State College on April 5, 1974. At that meeting it was decided that the Task Force could best accomplish its purpose by hearing from the President or Chancellor and representatives of the faculty, students and alumni from the institutions the Task Force were concerned with; namely Bowie State College, Coppin State College, Morgan State College, and the University of Maryland Eastern Shore.

During subsequent meetings the Task Force heard presentations from all of these institutions, and used the information gained therefrom as the foundation for its deliberations and final report. In addition, the Task Force visited and/or held meetings at Bowie, Coppin, and Morgan for on-site observation of the campuses.

From April through August, 1974, the Task Force members met as a full group, various members met for special assignments, and all members met often with interested citizens. At the request of the Task Force, the Council called a special meeting on August 9, 1974 to receive the report of the Task Force. After presentation of the report by Mrs. Cox, and discussion, the Council agreed to formally refer the report to: The Maryland State Board for Community Colleges, the Board of Trustees of the Maryland State Colleges, and the Board of Regents of the University of Maryland for review and comment. Additional copies of the report were sent to appropriate State agencies, the Executive Department, and State Legislators. At its meeting of October 4, 1974, the Council was given a summary of all of the comments and reactions to the recommendations contained in the Task Force's report. The Council staff was asked to review the Report and the comments submitted and to make recommendations for Council action. The recommendations of the Task Force were:

1. A degree of conscientious funding — beyond the conventional funding — must be provided to allow the historically Black public colleges to further enhance their role and image, and to develop internal management systems to achieve greater efficiency in realizing institutional objectives. We further recommend that this special funding be initially reflected in the Fiscal 1976 budget of the State of Maryland.

2. It is essential that each State College president receive professional and personal support from a body of public citizens (the Board of Trustees of the Maryland State Colleges) who have a strong commitment to the welfare of the State Colleges. It is essential that the Board of Trustees have the management autonomy to insure that welfare. We further recommend that during the 1975 Legislative session there be a change in the law to establish that autonomy.

3. The State College presidents must be delegated an increased degree of flexibility in handling their College's

budget and academic affairs — this greater degree of fiscal autonomy to include an appropriate accountability system. The Board of Visitors of each College specified currently in the law should pursue their participation in college activities with more vigor and responsibilities, and work more closely with its president in promoting the objectives of the College.

4. The Task Force strongly endorses the tripartite concept of higher education in the State of Maryland, and urges that any changes made within public higher education be made within the context of the tripartite concept.

5. Each historically Black public college should develop its own specialty areas or programs within the total State system of higher education that will broaden the appeal of the institution to a more diverse student body. Adequate planning funds must be allotted for the research and development aspects of these specialty programs to assure that their implementation will enhance institutional academic excellence.

6. The State Colleges and the University of Maryland should develop procedures to achieve even greater articulation with the secondary schools and Community Colleges. In addition, the segments should promote more in-depth counseling of students about the facilities and programs available within the State system of higher education.

7. Each historically Black public college should be allocated adequate specific funds to conduct a full-scale public information program to inform the public, recruit students — specifically including other-race students — and to disseminate information to other institutions of higher education. The Black colleges should be presented as the models they are of how to successfully educate black students and to work with students who are disadvantaged, so the colleges should make special efforts to collect and publicize the successes of their graduates.

8. Each historically Black public college should provide, within the range of the tripartite concept, to the community through such avenues as college seminars for the non-professional, short-term courses for the non-degree

student, human development and human interaction workshops, and a release of students to businesses and industries for on-the-job awareness before graduation.

9. The historically Black public colleges should explore further possibilities for cooperation with the other college campuses in the metropolitan Baltimore area. The Task Force supports and recognizes the efforts to develop better inter-institutional cooperation between the predominantly black colleges in the State and the University of Maryland at Baltimore for the purpose of insuring the availability of larger numbers of black professionals. Further, we recommend that said support and recognition be translated into provisions to make both monetary and personnel resources available to inter-institutional programs.

10. That the Maryland Council for Higher Education and the Board of Trustees of the Maryland State Colleges make certain that there be strict observance of the law (and its intent) which established the University of Baltimore as a public institution, starting January 1, 1975. The law makes it clear that the University of Baltimore would operate "as an upper division academic institution, that is third and fourth collegiate year and postgraduate studies."*

11. Administrators of each college are encouraged to have a study made by outside consultants to review and make recommendations regarding the present administrative structure of the institution. Special funds to support this study will be required.

12. Each historically Black public college should plan a program of internships in administration for interested and capable persons on their staff or new persons coming into the organization. These internships could be held at either the institution itself or at another institution of higher education where in-the-office training could be provided. This recommendation would carry financial implications because individuals would have to be freed from other responsibilities to pursue an internship program. Such a program would enable the colleges to administer *themselves* efficiently which would, in turn, enhance their image

* Source: Section 14M of Art. 77A of *The Annotated Code of the Public General Laws of Maryland*—1973 Cumulative Supplement.

in the academic community at large and in the eyes of their students.

13. We recommend that special attention and funding be given to financial aid and other student-supportive service offices in these colleges. These offices must have a full complement of experienced personnel so that they can handle the unique problems at predominantly Black colleges, notably the problems contingent upon serving many students of a socio-economic level who in some instances exhibit a need for considerable financial and academic aid. Increased student financial aid should be made available by the State through these colleges.

14. We recommend that attention be paid by the State to assume the funding for special programs of student and administrative assistance whose initial funding from non-State sources was obtained by college initiative. While applying to all the historically Black public colleges, this recommendation has special and immediate relevance for Bowie and Coppin.

15. The Task Force recommends support by MCHE for Bowie's efforts to increase its ties to the professional colleges in the University of Maryland with further development of pre-professional programs.

16. The Task Force recommends that MCHE perform an in-depth study about the problems and possible solutions of physical accessibility to Bowie. Such a study might be done jointly with the Maryland Department of Transportation.

17. The Task Force recommends that MCHE pay close attention to the capital funding program at Coppin. We believe that an immediate study should be made, in conjunction with the Board of Trustees of the Maryland State Colleges, of the allocation at Coppin of general and special funds.

18. The Task Force recommends that particular attention be paid to the budgeting of Coppin's new nursing program in order not to impinge on the fiscal integrity of any other Coppin program.

19. The Task Force recommends that MCHE support legislation and program development to change the status of Morgan to a doctoral-degree-granting urban university

within the tripartite concept defined as: the Community Colleges, the State Colleges, and the State Universities.

20. The Task Force recommends that MCHE request the University of Maryland to make it clear that the Center for Environmental and Estuarine Studies will not grant degrees or conduct academic programs except through the degree-granting campuses of the University. The Task Force further recommends that UMES develop selective undergraduate and graduate programs that utilize its close proximity to, and resources at, the Center for Environmental and Estuarine Studies at Horn Point.

21. 1202 COMMISSION

The Maryland Council for Higher Education was designated in 1973 by Executive Order as the State Postsecondary Education Commission under Title XII, Higher Education Act of 1965 as amended by Part 6 of Public Law 92-318. The 1974 General Assembly enacted House Bill 161 which stated that "The Maryland Council for Higher Education shall be the State Postsecondary Education Commission".

Activities for the current year have been two fold. One, an inventory of current planning activities and policy development in finance, facilities, and long range planning in the institutions - public, private, and proprietary, State boards of higher education, and State agencies concerned with higher education. Two, a pilot program with the National Center for Higher Education Management Systems (NCHEMS) to develop a model for long range statewide planning.

1974 COUNCIL PUBLICATIONS

ADMISSIONS AND FINANCIAL AID INFORMATION FOR MARYLAND'S PUBLIC AND PRIVATE POSTSECONDARY EDUCATIONAL INSTITUTIONS, October 1974

ARTICULATION OF COLLEGE GUIDANCE FOR MINORITY AND "OTHER-RACE" STUDENTS IN SECONDARY AND POSTSECONDARY EDUCATION, November 1974

BUDGETARY FORMAT FOR HIGHER EDUCATION INSTITUTIONS, June 1974

COMMITTEE TO STUDY HIGHER EDUCATION IN THE BALTIMORE METROPOLITAN REGION, December 1974

HIGHER EDUCATION DATA BOOK, 1974

HIGHER EDUCATION LAWS OF MARYLAND, 1974

MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE, February 1974 and ADDENDUM, May 1974

OUTLOOK FOR ENROLLMENTS IN HIGHER EDUCATION IN MARYLAND THROUGH THE 1980's, February 1974

REPORT BY THE TASK FORCE TO PROPOSE WAYS OF ENHANCING THE ROLE AND IMAGE OF PREDOMINANTLY BLACK PUBLIC COLLEGES IN MARYLAND, August 1974

STATE DIRECTORY OF PUBLIC AND PRIVATE POSTSECONDARY EDUCATION INSTITUTIONS AND AGENCIES IN MARYLAND, September 1974

SUMMARY OF HIGHER EDUCATION LEGISLATION ENACTED BY THE 1974 GENERAL ASSEMBLY, April 1974